

**DEVELOPING LEARNING KITS FOR TEACHING SPOKEN
DESCRIPTIVE TEXT FOR THE EIGHT GRADE STUDENTS OF MTsN
MODEL KEBUMEN 1 IN THE ACADEMIC YEAR 2011/2012**

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree in English Language Education



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A Thesis



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Dengan ini menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, tidak berisi materi yang ditulis orang lain atau telah dipergunakan sebagai persyaratan penyelesaian studi di Perguruan Tinggi lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, April 12, 2012

Yang menyatakan,



Hardika Mu'inatul Fitriana

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DEDICATION

This thesis is dedicated to:



My beloved parents,
my guardian angel Hasan Saiful Akhyar,
my brothers, and all of my family,

Thanks for your love, support, prayer, and patience.



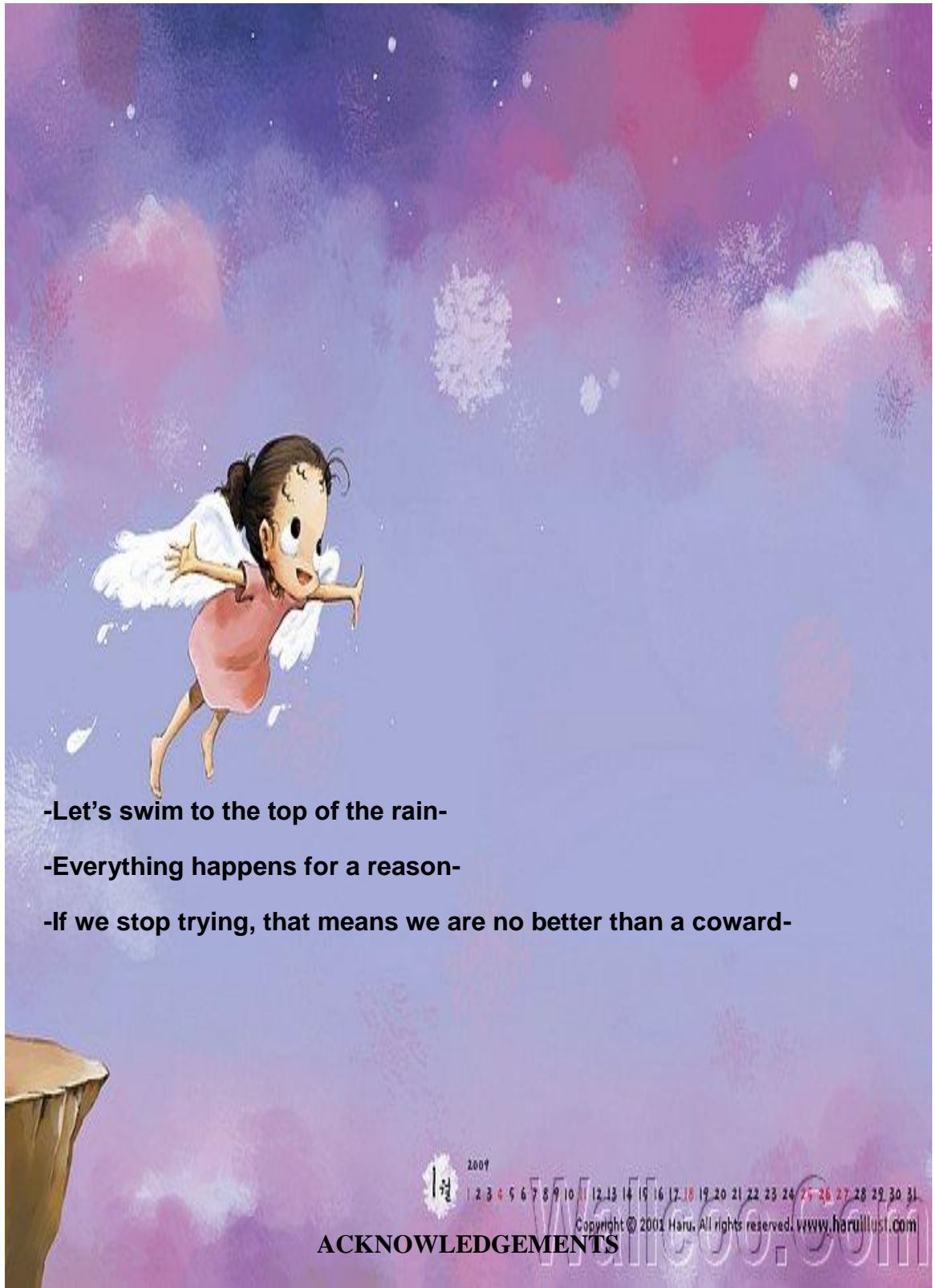
My teachers from Kindergarten until University,
Thanks for your valuable knowledge.



My friends.
Thanks for your support, guidance, and joy.



MOTTOS



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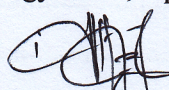
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ABSTRACT

This study is aimed at developing developing learning kits for teaching spoken descriptive text for the eight grade students of MTsN Model Kebumen 1 in the academic year 2011/2012. The result of this study is expected to alleviate the problems related to English materials which are less available for grade VIII students of Junior High School.

The type of this study is Research and Development (R&D). The data were collected using observation, questionnaire, and interviews. Qualitative and quantitative analyses were applied. The steps of the research were: (a) conducting needs analysis, (b) writing the course grid, (c) collecting the materials, (d) developing the first draft of the materials, (e) trying-out the first draft of the materials, (f) revising the first draft of the materials, (g) trying-out the second draft of the materials, (h) revising the second draft of the materials, and (i) writing the final draft of the materials. There were two types of data in this study, namely data on learners' needs and the feedback toward the developed materials.

The result of this study is the final draft of the materials. The materials were proved effective as suggested by the questionnaire means which range from 3.1 to 3.5. The study shows that the learning kits is effective as learning materials for second grade students of MTsN Model Kebumen 1. The learning materials attempt to develop speaking skill. The activities conducted using the developed materials include describing anymal life cycles, matching the cards with the appropriate description, doing "Swap shop" activity, doing "Snake and ladder" activity, doing an information gap activity, writing a simple message of learner's feelings, and discussion. Moreover, the tasks in the materials are graded by following the phases of task moving from processing, productive, to interactive tasks.

CHAPTER I

INTRODUCTION

A. Background of the Research

English nowadays serves as lingua franca in many parts of this world. Harmer states that lingua franca is a language that is used between two people or group for communication. The language is used as second language for one or both of people (Harmer, 2001). It shows that English has power as language for communication. In Indonesia, English is taught as the first foreign language in the formal schools. English is taught from elementary level as a local content, up to the secondary level as a compulsory subject.

English is taught as a local content and compulsory subject, an English teacher should take a look at the current curriculum that is used in her or his school. Nowadays, the curriculum that is used in schools is KTSP (*Kurikulum Tingkat Satuan Pendidikan*). It means that teachers should use or develop material based on the standard of competence and basic competence appropriate in certain level. KTSP states that the goal of ELT is to achieve communicative competence. There are some components in the communicative competence which involves grammatical, discourse, strategic, and sociolinguistic competence (Brown, 2000). As a result, English teacher must integrate all of the components in their teaching materials.

There are four skills in a teaching language, including in the teaching of English. They are writing, speaking, listening, and reading. Ideally, all of the

skills have to be taught as an integration (Brown, 2001). However, during the observation at MTsN Model Kebumen 1, started from June 11 to 16, 2011, the researcher observed that the English teacher tended to focus on writing and reading as skills that are tested in the national examination.

However, according to Brown (2000:5) language is used for communication. It is an evidence that speaking is important. Ideally, the teacher should also focus on speaking during teaching and learning process. However, during the observation the researcher found the fact that the teacher lacks competence in speaking, so that he rarely engaged the students in speaking activity. Besides, the teacher stated that he has difficulties to find appropriate resources for developing media to enhance the student's competence in speaking. Moreover, sometimes the teacher has difficulties to develop the material that meet the standard of competence and basic competence in the current curriculum.

All of the problems are found in the school. The resercher choose MTsN Model Kebumen 1 because the school is the first international standard Madrasah in Kebumen. However, there are some significant problems found there including those related to developing material. Actually, some of the teachers already developed some materials but the result showed that their own materials are not effective. They used pictures as media but the pictures are less interesting. The pictures were simple, uncoloured, and unvaried pictures. Because pictures are easy to develop and potential media to teach speaking, this research aims to design and develop learning kits of picture-based media to solve media scarcity in the school.

By developing learning kits, this research also aims to show the school teachers how pictures, authentic texts, video, and the like can be very interesting as learning material. In addition, pictures are cheap and easy to find. Coloured pictures, in particular, are usually appealing to students.

B. Identification of the Problem

Based on the background of the study, the researcher identified some main problems in correlation with language learning materials. Those problems are related to learning materials' resources and learning materials development. The first problem is the resource for developing media. Some of the teachers in that school stated that they have difficulties to get the resources for developing material. Some of them only used their textbook and almost never used media. They stated that they did not have any resources that can help them to develop English materials. However, Richard and Schmidt, (2002) state that there are many English materials. Moreover, the materials are easy to access. Both the teachers and the students can find many textbooks in the bookstore or CD programs. In addition, they can access learning materials from many internet resources.

The second problem is the availability of media learning materials which follow the current teaching approach that is communicative language teaching—learners-centeredness (Brown: 2001). In this approach, it is very important that media should meet the students' needs and help them to produce the target language. Meanwhile, the media should also enhance students' creation and

innovation when they use the media. By using the media, the students should also have authority to work in a group, or do a task individually.

The third problem is speaking skill. Nowadays, English is one of the subjects in the national examination. It requires students to pass this subject. However, speaking is not part of the skills being examined. As a result, some of teachers do not care with the teaching of speaking. They only focus on writing and reading skills. It shows the gap between the skills. This contradicts to Brown (2001) who argues that in the communicative class the students should use the language productively.

The last problem is the teacher's competence. During the observation, the researcher found that the teacher lacks competence in speaking. It influences the environment of the teaching and learning process in that class. Although some of students spoke in English, sometimes the teacher responded in Bahasa Indonesia.

C. Delimitation of the Problem

As stated before, there are some problems found in this research during observation. However, the researcher limits the problems into two parts: they are the media that is appropriate with Standard of Competence and Basic Competence (SK&KD) and the media that promotes learner-centeredness. The media should meet the competences based on SK&KD, especially in speaking skill. It means that the media should be appropriate for the students at certain level, based on the needs analysis and the students' interest. Moreover, the media should not only meet the SK&KD but should also promote learner-centeredness. The media should give opportunities for students to speak and produce the language. It

means the students not only repeat their teacher's statement or practicing certain dialogue, but also become active.

There are some ways to solve the problems of this study. They are picture series, cue cards, macromedia flash, flashcard, video, games, and so forth. Due time and financial controll, this study focuses on developing learning kits. These learning materials are for the first semester of eight grade of junior high school students.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problem, the problems of this research is formulated as follows:

1. How can learning kits be developed for the teaching speaking at grade VIII of MTsN Model Kebumen 1?
2. How effective is learning kits for the teaching speaking at grade VIII of MTsN Model Kebumen 1?

E. Objective of the Research

The objectives of this research are as follows:

1. To describe steps in developing learning kits in the teaching
2. To find out the effectiveness of the developed learning kits for the teaching speaking.

F. Significance of the Research

This study is expected to give some contributions to the English teaching and learning in the following ways:

1. For English teachers

This research can encourage them to design learning materials by incorporating pictures with technology or at least use the developed learning materials in their classrooms.

2. For Students

The research can encourage their motivation and interest in learning English as a foreign language and make them more active in speaking English if used in the classroom.

3. For the researcher

The research can develop the researcher's ability in developing English materials by utilizing pictures and technology to improve the quality of English learning.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. The Definition of Materials

The term material in language teaching and learning refers to everything used to help teaching language learners (Tomlinson, 1998), and to facilitate teachers and learners in the language learning (Richards and Schmidt, 2002). It can be in the form of linguistic, visual, auditory, or kinesthetic. It may be presented in print (a textbook, a workbook, a photocopied handout, so forth), audio or video form, on CD-ROMS, on the internet or through live performance or display. Basically, everything that presents or informs about the language being learned (English) can be used as learning materials (Tomlinson, 1998).

Teachers may use the available learning materials like textbooks or develop their own by compiling from some sources such as newspaper, internet, article, and the like and then adapt them to adjust with learner needs. However, English teachers are recommended to develop learning materials by themselves in order to meet their learners' needs. To meet learners' needs, Tomlinson (1998) suggests that learning materials should give learners experiences to interact with authentic use of English through spoken and written texts.

a. Materials Development

According to Tomlinson (1998:2), material development is everything made by people (the writers, the teachers, or the learners) to give and utilize information and provide experience of the using language, which is designed to promote language learning. So, in developing materials they need to identify, first, learners' needs and consider the objective of the learning. Then, they can develop the materials by adapting them in order to improve or to make them more suitable to learners' needs. Adaptation can be carried out by reducing, adding, omitting, modifying, and supplementing learning materials (Tomlinson, 1998). Tomlinson also sums up some basic principles of developing learning materials for language learning as follows:

1) Materials should achieve impact

Impact is achieved when students are interested, curious, and pay much attention to the material.

2) Materials should help learners to feel at ease

Sometimes, students feel uninterested, anxious, and bored during teaching and learning process. When students are at ease, however, they are comfortable and relaxed when producing language.

3) Materials should help learners to develop confidence

When students are at ease, they can develop their confidence in producing the language during the teaching and learning process.

- 4) What is being taught should be perceived by learners as relevant and useful

The material being taught should be related to learners' needs and learners' interests. They should be able to practice it by using their target language not only in their real-life but also in the classroom.

- 5) Materials should require and facilitate learner self-investment

The material, even media, should allow students to carry out many activities in learner-centered classroom. The media should also facilitate students when they do the activities.

- 6) Learners must be ready to acquire the point being taught

Teacher can use the material that is familiar with students' life. It means that the material should be related to students' interest and students' needs.

The researcher only chose six principles because those principles are paramount importance to students' condition in MTsN Model Kebumen 1. Those principles must be considered in developing learning materials. According to those principles, materials developer must consider some factors. First, before the developer begins to develop learning materials, she or he should identify the learners' and learning needs. Then, she or he analyzes the needs and collects materials suitable with the needs. After that, she or he should determine the possible approaches and techniques which can be used by considering the condition of the learners and the possible situations of language use which the students will encounter.

b. Characteristics of a Good Task

According to Cadlin (1987, in Nunan, 1989:47), a good task is the task that consists of input, roles, setting, actions, monitoring, outcomes, and feedback. It also includes the elements of content, materials, activities, goals, students, and social community. Referring to the description, Nunan (1989:48) claims that there are six components of a good task. They are goal, input, activities, teacher roles, learner roles, and setting.

a. Goal

Goal is the main purpose to be obtained of conducted tasks. It is dealing with communicative, affective, and cognitive output (Nunan, 1989:48).

b. Input

Input is everything used in the tasks which can be taken from drawings, family trees, shopping lists, magazine quizzes, and so forth (Nunan, 1989:53). Meanwhile, Hutchinson and Water (1987:108) say that input maybe a text, dialogue, video recording, diagram or any pieces of communication data, depending on the needs that have been defined in the needs analysis.

c. Activities

Brown (2001:129) states that an activity refers to anything learners do in classroom.

d. Teacher Roles

Role is described as the action of the teacher and students play in the language learning (Nunan, 1989:79). In addition, Brown (2001: 167-168)

describes the teacher's roles as controller, director, manager, facilitator, and resource.

e. **Learner Roles**

Richard and Rodger (1986, in Nunan, 2004:64) mention that learners role as the objects of conducted task in the materials which perform the activities in the tasks under the instruction given by teacher. Ideally, learner has roles as participant, actor, listener, controller, and so forth, based on the conducted activity.

f. **Setting**

According to Wright (1987, in Nunan, 2004:71), setting is the arrangement of the task which can be done individually, in pairs, in groups, or in a whole class mode.

c. **The Steps of Designing the Task**

Nunan (1991:210) states that the material is designed and provided through the consideration of learners' needs, syllabus, and the curriculum. In this regard, the material should be in line with learners' needs, syllabus, and curriculum. In addition, Nunan (1991:216) proposes the steps of material design as follows:

1. Selecting the topic.
2. Collecting the data of the chosen topic.
3. Determining the student's needs in relation to the topic.
4. Creating pedagogical activities.
5. Analyzing texts and activities.
6. Creating activities focusing an language elements.

7. Creating application tasks.

The steps stated above should be integrated with the characteristics of a good task. The aim is to enhance student's involvement in the classroom. In addition, learner-centeredness can be achieved in the classroom by conducting the tasks.

d. Learning Materials in EFL

English in Indonesia is an EFL (English as a Foreign Language), so that the condition of English learning will be different from one in the English native speakers' country or in ESL country. EFL means that English is not used for formal communication and/or daily communication (Richards and Schmidt, 2002). Therefore, educators and English teachers in Indonesia should attempt to be more productive and creative in their efforts to implement the ideal classroom for learning English. They should be able to provide learning materials which can fulfill learners' needs. That is why they must have abilities to develop learning materials using the available resources. They can adapt materials which are found and even adopt the ones which are appropriate for their students. In conducting their efforts, they must refer to the Standard of Competence and Basic Competence and Tomlinson's principles of material development.

e. Materials Evaluation

Materials evaluation aims to measure the quality of learning materials, whether it can achieve the goal of learning or not (Tomlinson, 1998). This evaluation aims to find out, which components of the learning materials need to be fixed and improved for the sake of learning outcomes improvement. To evaluate the materials, the researcher will ask some experts of media to get their

judgement. The researcher also will ask the students and the teacher to get their comments about the materials. The researcher will use questionnaires and interviews to evaluate the materials.

2. Speaking English as Foreign Language

Speaking is the verbal function of communication with others (Fulcher: 2003:23). The function is to convey message and meaning of all languages, in spoken form. According to Halliday (1989, in Fulcher, 2003:23) speaking differs from written language in a number of respects. It can be observed that spoken language has fewer full sentences and less formal in the use of vocabulary.

a. The Nature of Teaching Speaking

Many students in Indonesia find difficulties in acquiring verbal English mostly due to the different elements found between English and Indonesian (Ramelan, 1992:5). Thus, knowing some of the characteristics of spoken language will help students in carrying out the verbal presentation. Such characteristics suggested by Brown (2001) are summarized as follows:

1) Clustering

Learners can organize their output both cognitively and physically by making a chunking or clustering. Therefore, learners break down speech into smaller words or groups.

2) Redundancy

The speaker has the opportunity to make the meaning through the language redundancy clearly. Redundancy helps learners to process meaning by offering extra time to digest information given.

3) Reduced Form

Reduced form include constructions (like “*I’ll*”), elliptical (like “*When will you back?*” “*Today, maybe*”), reduced vowels, and so forth. These reductions pose significant difficulties, especially for learners who may have been exposed to the full form of English.

4) Performance Variables

The process of thinking is one of the advantages of spoken language. It is manifested in a performance hesitations, pauses, and correction. However, the salient difference between native and nonnative speakers is in their hesitation phenomena.

5) Colloquial Language

Learners who have been concerned with standard written English sometimes get difficulties to deal with colloquial language, such as slang, idiom, and reduced form.

6) Rate of Delivery

Learners think that native speakers speak too fast. Learners, sometimes, get difficulties to comperhend language delivered at varying rate of speed and delivered with few pauses.

7) Stress, Rhythm, and Intonation

The prosodic features of English language are important for comprehension. English speech can be a terror for some learners as mountfuls of syllables come spilling out between stress point. It is because English is a stress-timed language.

8) Interaction

The creativity of conversational negotiation is the salient characteristics in speaking. It is because, in speaking, learners produce language in a vacuum, without interlocutors.

b. Techniques in Teaching Speaking

The goal of teaching speaking skill is communicative efficiency. It means that, learners should be able to make themselves understood using their current proficiency to the fullest. Learners should try to avoid their confusion in the message due to faulty pronunciation, vocabulary, or grammar. In addition, they should try to observe the social and cultural rules that apply in each situation of the communication (<http://www.nlcr.org/essentials/speaking/spindex.htm>).

According to <http://www.nlcr.org/essentials/speaking/spindex.htm>, to help learners develop their communicative efficiency in speaking, teachers can use balanced activities approach that combines language-input (material for students, listening activities, reading passage, and soon.), structured-output, and communicative-output (learners' performance).

The language input can be classified into:

- a. Content-oriented input focuses on information, whether it is simple or complicated, whether it is report or an extended lecture on an academic topic, and the like. This input may also include descriptions of learning strategies and their examples.

- b. Form- oriented input focuses on ways of using language: guidance from the teacher based on communicative competences (grammatical, discourse, sociolinguistic, and strategic).

3. Teaching English in MTsN Model Kebumen 1

There are many students in Indonesia that tend to use their L1 rather than maximize practicing English in their English classes. It is rare for them to use English as a means of communication in the classroom during the teaching and learning process, especially in the speaking class. Fear of making mistakes, complicated grammar, lack of volabularies, and other psychological factors affect students' performance. As a result, they usually use Indonesian in their English class. Some students in the observed school stated that sometimes they also switch English to Indonesian when they got difficulties.

4. School-Based Curriculum

School Based Curriculum or KTSP is now being applied in Indonesia. The curriculum is developed by the school based on consideration of some internal and external significance variables related to the school itself. However, the curriculum also demands teachers and schools to be skilled and trained. This demand then causes different perception among teachers as the curriculum user. Meanwhile, curriculum as a set of education plan should be prepared and adapted based on the learning situation and future demand (Zainurrahman: 2009).

5. Descriptive Text

One of the texts that is taught in junior high school is descriptive. Gerot (1995:208) states that descriptive text is a kind of text that is aimed to describe a particular person, thing, or place. It has the generic structure as follows:

- 1) Identification which identifies phenomenon to be described,
- 2) Description which describes parts, qualities, characteristics, and
- 3) The linguistic feature focusing on specific participants, the use of attributive and identifying process, the frequent use of epithets and classifier in nominal groups, and the use of simple present tense.

According to Anderson (1997:86), descriptive text is also called as information report. He defines it as a piece of text that presents information about a subject. An information report usually contains facts about the subject, a description and information on its behavior and qualities. Anderson also classifies the features of an information report, but in different terms. They are as follows:

- 1) A general opening statement
It introduces the subject of the report. It can include a short description and a definition.
- 2) A series of paragraphs
It is usually a new paragraph describes one feature of the subject and begins with a topic sentence.
- 3) A conclusion
It summarises the information presented and signals the end of the report.

4) The linguistic feature

The linguistics features usually found in an information report are as follows:

- Technical language related the subject
- Generalised terms
- Use of timeless present tense

Related to the descriptive text that is taught in junior high school, there are some Standard of Competency and Basic Competency that are appropriate to this level. However, the reseacher only uses the appropriate SK&KD based on the material which will be taught. The Standard of Competency is *“mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar”*. In addition, the Basic Competency which will be used is *“mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount”* (Final SK&KD Bahasa Inggris SMP/MTs:2006).

6. Teaching Media

Media would help learners identify or describe someone or something. There are some experts giving their opinions dealing with media. According to Gerlach and Ely, media are any person, material, or event that establishes condition which enables learners to acquire knowledge, skills, and attitude (1980:241). Meanwhile, Hamalik says media is used to motivate students in teaching and learning process, inside or outside the classroom (1989:18). In line with them, Brown states media are tools or physical things used by teacher to facilitate the instruction in the teaching and learning process (1977:2)

Based on the definitions above, it can be summarized that the use of media is significant in the teaching and learning process. It can help students in understanding a particular lesson. For example, if we want to explain about animal, media like puppet, realia, pictures, and so forth might help students visualize these animals easily.

There are various kinds of media we can find. According to Gerlach and Ely, media to teach are classified in to six categories such as:

1) Picture

Picture consists of events, photographs, or objects. Pictures sometime are larger or smaller than the object represents.

2) Audio recording

Recording is in the form of magnetic tape, disc, motion picture, and soundtrack.

3) Motion picture

A motion picture is a coloured or black and white moving picture that is produced from graphic representation.

4) TV

This category includes all types of audio video electronic distribution system which eventually appears on TV monitor.

5) Real things, simulation, and model

People, events, objects, and demonstration of real things are constructed with other media to be a model.

Sadiman *et al* (2003) argues that instructional media for teaching and learning process can be divided into five categorizations as follows:

1) Games and Simulation; the example of games and simulation are words, people, and role playing, and so forth.

2) Visual Media; media which can be seen and has function to distribute the message from the speaker to the receiver.

For example: pictures/photo, sketch, diagram, chart, cartoon, map, globe, flannel board, and so forth.

3) Audio Media

This media are useful because of their sounds. The examples are radio, tape, or CD.

4) Audio-Visual Media

Those media are useful because of their sounds and pictures. The examples of the media are TV, video, computer, DVD, and the like.

5) Projected Media

Slides, film strip, OHP, projector are the model of projected media.

From the categories given by Gerlach and Ely, and Sadiman, there are many kinds of media which can be used in explaining the material in the teaching and learning process. Therefore, when teacher wants to choose certain media, she or he must select appropriate media that consider their students' characteristics that directly relate to the teaching and learning process (Gerlach & Ely, 1980:254). For example, the use of cartoon film like Mickey Mouse is more appropriate for students of elementary school than students of high school.

According to Brown (1977:76), there are six principles of selecting the media that are summarized as follows:

1) Content

Does the medium have significant relation with the lesson?

2) Purpose

The media should contribute to the teaching-learning process. It should be able to facilitate the teaching-learning process.

3) Price

The teacher should consider that the cost is in accordance with the educational result derived from its use.

4) Circumstance

The teacher should take into account the school where she/he teaches. It should be answering the question of "would it function effectively in the environment or not?"

5) **Learner's verification**

The teacher should be sure that the aid has been tested to certain students.

6) **Validation**

The teacher must think whether there are data confirming that students learnt accurately through the use of aid.

It can be summarized that in deciding the use of media, not only should teachers know the students' characteristics, they should also pay attention to several principles in choosing the media to make a better result of teaching and learning process.

7. Interactive Media Resources

Richards and Schmidt (2002:325) define media resources in teaching as "all resources involved in teaching and learning including technology, audio and video resources, computers, multi-media language labs, projectors, films, and video." It means that all learning materials are media resources of teaching. They also state that one of the characteristics of media resources appropriate for learners-centered approach is interactivity. It means there is interaction between learners and the media. Those types of media are complemented with the ability to respond to learners' needs in the learning process.

8. Learning Kits in Teaching Speaking

Media are often use as a starting point for teaching speaking. Thus they can be a key of importance in the communicative and interactive classrooms. The use of picture is suggested by some experts. One of the media often needed in

teaching speaking is picture. Harmer suggests that picture brings benefits in speaking. He says:

Pictures can be in the form of flashcards (smallish card which we can hold up for our students to see), large wall pictures (big enough for everyone to see detail), cue cards (small cards which students use in pair or group work), photograph, or illustration, typically in a textbook (Harmer, 2001).

Pictures are easy to find. We can find many pictures in many parts, such as internet, newspaper, magazine, and the like. Harmer states that there are many types of pictures as media in teaching like motion picture and still picture. A motion picture includes film, cartoon movie, and so forth. According to him, flashcard is cards with picture or words, which are used to encourage the students to respond individually, in pair, or group work. In other word, the term refers to a card with a word or picture on it which is used to help students learn. It means that the learners can use it to help themselves study English and even motivate themselves to learn English.

According to Harmer (2001:135), there are several advantages of using pictures in teaching English, they are:

- 1) Pictures are useful for a variety of communication activities.

Pictures are useful for communication activities such as a game. For example a student describes a series of pictures and another student draws it without looking at the original pictures.

- 2) One of the most appropriate uses for pictures is for checking and presenting meaning.

A picture is an easy way to explain meaning of certain word. For example a teacher will explain meaning of caterpillar. An easy way to explain it is by showing a card of caterpillar.

- 3) Pictures can stimulate questions.

For activity such as role play, pictures can stimulate students to ask and answer information which they should know.

According to Budden (2008) “flashcards are a really handy resource to have and can be useful at every stage of the class.” Using flashcards is a great way to present, practice and recycle vocabulary. The teacher can instruct the students to make their own sets of mini flash cards that can be taken home for them to play with, with parents and siblings. It means that using flashcards gives a lot of benefits for us. Teachers and students can use them everywhere and should not spend much money to access it (<http://geekyteacher.wordpress.com/2008/11/08/using-flashcards-with-young-learners/>).

9. Genre-Based

According to Hyland (2004, in Emilia, 2011:18), genre help us to comprehend how person uses language in certain communication and helps students make an effective writing. He writes:

Genre pedagogies have emerged in L2 writing classes as a response to process pedagogies, as an outcome of communicative methods and in consequence of our growing understanding of literacy (Hyland, 2004:7).

In other words, by using genre people can comprehend each others when they have conversation. There are some principles of genre-based teaching:

- Text is unique and can be relevant for certain people. It means it can be appropriate for certain people but cannot for others.
- Learning is a social activity. It means there should be good relation between students and their environment.
- Teacher will run effectively when teacher gives explicit explanation to students after class.

According to Emilia (2011), the model of genre-based has some stages:

1. Teacher Directed

In this stage, teacher gives model of a text. The aim is to involve students in teaching and learning process goal. The goal is to minimize a gap between model text and students' texts.

2. Guided construction

In this stage, students have opportunity to do a task together with their teacher.

3. Independent construction

The final stage is independent construction. In this stage, students do a task by themselves. The aim is to make sure that students achieve the goal of teaching and learning process.

B. The Conceptual Framework

Teaching English in junior high school is different from teaching children, adults, or adolescent. Teaching teenager especially is a process that requires appropriate materials, which have to suit to the learners' needs. It is because the students have their own characteristics, which need different treatment in the teaching process. The teenage students also get bored easily. They prefer to learn something interesting, and tasks that are easy to understand. Therefore, they need interesting materials which will attract them to learn English.

During the observation prior to this study, the students stated that English is one of difficult subjects. One of the reasons is the materials and the activities which are not interesting. They stated that they need such as picture, cartoon flashcards, or games. As a result, almost all the students stated that English is difficult.

Ideally, teaching English should cover the four skills: writing, speaking, listening, and reading. However, in some schools in Indonesia especially MTsN

Model Kebumen 1, teachers only focus on writing and reading skill. According to Brown (2000:5) language is used for communication. It means that speaking also important as a function of language. Meanwhile, speaking also not tested, it cause students do not care about their speaking skill. They do not practice very often in producing the language. In addition, teachers lack resources for developing material to enhance students' speaking skill. The teachers also stated that they lack information for creating interesting activity.

Based on the result of questionnaires and interviews, the students stated that they need attractive materials and activities. They like activities that involve them. The students also like teaching and learning process that uses interesting media such as pictures, video, authentic text, cue cards, and cartoon flashcards. According to their report, the teacher had only used picture in teaching twice and never used video. In this way, this study which aimed to develop learning kits is urgent to be conducted in the school.

CHAPTER III

RESEARCH METHOD

Dealing with the research method, the researcher applies the following method which is divided into seven sections: (A) type of the research, (B) procedure of the research, (C) the participants of the research, (D) research instruments, (E) the validity and reliability of the instruments, (F) data collection technique, (G) data analysis technique.

A. Type of the research

This research is classified as educational Research and Development (R&D). It is conducted to develop media English learning materials for the second grade students of junior high school. Borg and Gall (2003) state that Research & Development is aimed to develop products and validate the developed product by testing those products. They suggest that the products will be systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality, or similar standards. After that, the products can be consumed and practiced in the classroom as attractive media in the teaching and learning process.

B. Procedure of the Research

The research will be conducted in the following steps:

a. Need Analysis

The decision about which materials involved is determined by the National Standard of Competency and Basic Competency (SK&KD). It means the

materials should meet the curriculum currently used in Indonesia. The materials which were developed refer to the SK&KD for the first semester of second grade of junior high school students. Moreover, the materials were made to be appropriate for their age.

b. Writing the Course Grid

Course grid is a general plan for teachers when they will be taught. Course grid is created based on the students' needs analysis and SK&KD for that grade. By writing the course grid, the teacher will know the steps which should be done in the classroom, what are the appropriate media for their students, the appropriate textbook should be used, what is the objectives and indicators of the lesson, and the appropriate techniques which should be used in the classroom.

c. Collecting Materials

In this step, the researcher collected and sorted the materials. The sorted materials must have authentic use of English. They can be taken from any resources such as newspapers, novels, magazines, internet, advertisement, and so forth.

d. Developing Materials

The next step is developing the sorted materials by considering Tomlinson's principles of materials development. In developing the materials, the researcher should adjust the materials development with needs analysis and Standard of Competency and Basic Competency.

e. Designing Learning Materials

In this step, the researcher developed all materials into card and flashcard with adobe flash program. In the practice, this process was conducted together with the previous step namely developing materials. The product is an media English learning material.

f. Trying-out the Products

In the final process, the researcher tried out the product to know its effectiveness. The try-out can be conducted in any classrooms of second grade of junior high school students. There were two trying-out in this study to make sure the effectiveness of these media. When trying-out the products, the teacher used set of learning kits in the activity. Some examples of the activities are information gap, kwartet card, describing cards, and making descriptive paragraph. There are some experts evaluated the product to measure the flashcards effectiveness. They are as follows:

- a. Second grade students of MTsN Model Kebumen 1
- b. Mr Rusdi as English teacher of MTsN Model Kebumen 1
- c. Mr. M. Khoironi, M. Ed. as the headmaster and English teacher of MTsN Model Kebumen 1.
- d. Mrs. Ella Wulandari, M. A. and Mrs. Agnes Widi Karyani, S. Pd. as the experts of media
- e. Mr. Samsul Maarif, M. A. as the expert of teaching and learning process

- Qualification of the expert:

In this research, there are some experts who will help the researcher to score and evaluate the cartoon flashcards. The qualifications are as follows:

- ❖ The expert of media are active in the process of developing media at certain formal or informal school.
- ❖ The expert of media have capabilities in making attractive and communicative media and activities in the classroom.
- ❖ The expert of media are aware with the use of cards in developing students' motivation to speak English.

g. Evaluating the Products

After trying-out the learning kits, the researcher evaluated the cartoon flashcards by considering data collected during the try-out. There were two processes of evaluating the product.

h. Revising the Products

After evaluating the learning kits, the researcher revised the product as an appropriate media for second grade of junior high school students. There were two processes of revising the product. The final step was writing the final draft of the learning kits.

i. Writing the Final Draft

After revising the learning kits, the researcher wrote the final draft of developing learning kits for teaching speaking in grade eight students of MTsN Model Kebumen 1.

C. The Participants of the Research

The population used in this study is second grade of MTsN Model Kebumen 1 Academic Year 2011/2012. The number of students of the class is 32. The sample is students of class VIII A.

Table 1.Data of the Respondents

Students	Sex		Age
	Male	Female	
32	10	22	13-14

D. Research Instruments

This research used some instruments to measure if the develop material are effective which includes the aspects of grammar, fluency, and accuracy. The instruments are picture, field note, questionnaire, interview, and recording.

- **Pictures**

Pictures were selected based on their authenticity, attractiveness, and appropriateness to students. They might also be related to the theme in the English syllabus material, SK&KD, and the curriculum. The activities were selected based on the activities and materials in the textbook used in the school. However, the writer only focused on speaking and certain topics such as school, country, part of plant, family, and self-introducing.

- Field notes/ observation checklist

Field notes were used to know the students' behaviour and teachers' performance in the teaching and learning process. The use of field note, hopefully, helped the researcher to observe the situation in the classroom. It also showed some notes taken in each action.

- Interview and Questionnaire

In the final revision, an interview was applied. The interview was addressed to three to five students, teacher, and headmaster, he is also an English teacher, to get deeper information about the topic. The objectives of doing interview were to find students' interest, preferences, and opinion of the effectiveness of using flashcards in the classroom.

Questionnaire is a list of questions to be answered by a group of people to get certain information. The questionnaire collected data/information from the students based on the needs, interest, preferences about the teaching and learning process.

Table 2. The Organization of the First Questionnaire

The purpose of the question	The content of the question	Quest No	References
To find some information about students' interest.	<ul style="list-style-type: none"> • Interest 	1-3	Tomlinson (1998:204)
To find some information about students' background.	<ul style="list-style-type: none"> • Teaching style • Students' previous knowledge • Students' attitude to English 	4-11	Hutchinson & Waters (1987:63)

To find some information about students' learning needs.	<ul style="list-style-type: none"> • Learning style • Learning goals and expectation 	12-14 19-20	Tomlinson (1998:204)
To find some information about available sources.	<ul style="list-style-type: none"> • Material • Aids • Opportunities for out-of-class activity 	15-18	Hutchinson & Waters (1987:63)

The organization of the first questionnaire was used to find out the information before designing the materials. The questionnaire helped the researcher to meet the students' needs as the basis of developing the materials. Moreover, some of the questions also were used as the questions to find some information related to the first try-out.

Table 3. The organization of the Second Questionnaire

The purpose of the question	Question Number	References
To find some information to evaluate the relation among the materials, the curriculum, and the course grid.	1-3	Dubin & Olshtain (1986:29)
To find some information to evaluate the relation between the designed material and the students' needs.	4-7	Brown (2001:142) Nunan (1989: 135-137)
To find some information to evaluate the designed tasks and activities in the materials.	8-16	Brown (2001:142)
To find some information to evaluate the input in the developed material.	17-25	Dubin & Olshtain (1986:29)

The organization of the second questionnaire was used to evaluate the product after the first try-out. The questionnaire helped the researcher to revise the materials based on the evaluation and suggestion.

- **Recording**

The researcher used audio-visual recording as an evidence of the real situation in the classroom during the try-out.

E. The Validity and Reliability of the Instrument

One of the important aspects in Research and Development research is validity. Triangulation is one of the most commonly used and best known ways of checking the validity. The aim of triangulation is to gather multiple perspectives on the situation being studied (Burns: 1999). In this case, the researcher used theoretical triangulation. It means that data were analyzed from more than one perspectives. Those perspectives are based on teacher's, students', and even researcher's perspective. In addition, the researcher used member checks or respondent validation as a process to increase the internal validity. The instrument used to obtain the validity, such as questionnaire, testing, and interviewing.

F. Data Collection Technique

To obtain the data, the researcher gave the participants questionnaire to be completed. The researcher gave the questionnaire twice. The first questionnaire was given before the try-out of the product aimed to find out the participants' opinion about the learning materials they usually use before the try-out. In addition, the second was given after the try-out to find out the participants' opinions about the product.

G. Data Analysis Technique

The obtained data were then analyzed by doing several activities.

- a. The scores used in the questionnaire are 5, 4, 3, 2, and 1 which can be classified as strongly agree, agree, uncertain, disagree, strongly disagree.

The answered questionnaire used to get the total score.

Table 4. Score giving formula

Category	Score
Strongly Disagree	1
Disagree	2
Uncertain/Doubt	3
Agree	4
Strongly Agree	5

Then it counted to find the average score with the formula:

$$\bar{X} = \frac{\Sigma X}{n}$$

Note:

\bar{X} = average score

ΣX = total score

n = amount of respondents

After the researcher get the final score, the average score that still in the quantitative data changed into the qualitative data based on the formula in table 4. Based on the table, the quality of learning kits for teaching speaking found.

To identify the component of the learning kits, the researcher used a formula.

The formula can be seen as follow:

$$R = \frac{X_t - X_r}{5}$$

Note:

R : range

X_t : hingest score

X_r : lowest score

After finding the range, the researcher divided classification of the quality of the developed materials. The classification of the developed materials is as follows:

Table 5. The Classification of the Developed Materials

No	Score	Category
1.	2.90 - 3.00	Very poor
2.	3.01 - 3.11	Poor
3.	3.12 - 3.22	Good
4.	3.23 - 3.33	Very good
5.	3.34 - 3.50	Excellent

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the process of designing, trying-out, and revising of the develop learning kits. The discussion of this chapter includes the design of learning kits, the try out of the first draft, the evaluation and revision of the first draft, the try-out of the second draft, the evaluation and revision of the final draft of learning kits.

A. Designing Learning Kits

The learning kits in this study were developed in a number of steps. The first step of designing the learning kits was conducting students' needs analysis. The next step was developing the course grid. The last was designing the learning kits based on the activities which will be applied. The steps are described as follows:

1. Needs Analysis

Needs analysis is the first step that is done to compile the data about the student's needs and interest. The result of the needs analysis is used as a basic consideration in developing learning kits as media for teaching speaking. The reseacher conducted the needs analysis by doing observation during teaching and learning process, by giving questionnaire and by interviewing some of the students. The result of needs analysis is described in the following sentences.

a. The Characteristics of the Students

The second grade students of MTsN Model Kebumen 1 showed typical characteristics of Indonesian students. Some of the students were noisy, some others were silent. However, the students were enthusiastic with the English class. Most of the students are from middle class of society. Their parents have varied occupation such as farmer, official staff, police, and so forth.

b. Description of the Students' Needs

Based on the needs analysis through observation, the students showed that they participated less actively in the teaching and learning process. The students stayed silent during teaching and learning process. They did not speak very often as the class participants. The activities during the teaching and learning process were not interesting. Teacher also seldom used media to attract the student's participation in the classroom. As a result, the researcher decided to make attractive media and activities to make the students became interested in learning English. Some of the activities used the developed learning kits as media for teaching speaking.

2. Course Grid

The researcher developed the course grid as a guideline in developing the learning kits as media for teaching speaking. It was developed based on the data compiled by doing need analysis and by considering school's syllabus. The researcher chose four topics in the first semester. The activities and learning kits

in the teaching and learning process were adjusted to meet the students' needs and the materials used in the school. The researcher used four topics in semester one. Several theories by Tomlinson, Nunan, Richards and Schmidt, Harmer, and so forth were used as references in developing the course grid.

Topics	Basic Competence	Indicators	Materials	Students' Activities	Teachers' Instructions	Input Texts	Media	Time
UNIT I Animal Life Cycle	1. Speaking 1. 4 Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.	1. Speaking <ul style="list-style-type: none"> Students are able to describe the particular life cycle. Students are able to introduce themselves and other friends and respond to other's introduction. Students are able to use expressions for practising the swap shop activity. Students are able to use expressions for describing animal life cycle in their daily life. 	Language Function <ul style="list-style-type: none"> Describing particular life cycle. Introducing themselves and other friends and responding to other's introduction. Using expression in the swap shop activity. Using expression for describing animal life cycle in their daily life. 	Teacher Directed <ul style="list-style-type: none"> Responding to teacher's greeting. Listening to some examples of expression given by the teacher. Making summary of a life cycle video. Identifying and discussing a passage. Doing swap shop game. 	Teacher Directed <ul style="list-style-type: none"> Greeting the students. Showing an animal life cycle video to arouse the students' interest. Asking the students about the video. Telling the students the expressions to describe an animal life cycle and swap shop activity. 	<ul style="list-style-type: none"> Animal Life Cycles Biological Notes on Mosquitoes Life Cycles of Animals 	<ul style="list-style-type: none"> Story illustration in the form of pictures Video of animal cycles Part of animal life cycle cards Flannel board A set of informati-on gap cards 	2 x35 menit

			Example of the Expressions <ul style="list-style-type: none"> • Hello. • Hi. • Good Morning/ Afternoon, Evening, Night. • How are you? • Fine, thanks. • Thank you. • You're welcome. • What is your name? • What is her name? • The life cycle of butterfly is egg-caterpillar-pupa-adult butterfly. • Nice to meet you. • How do you do? 	➤ Guided Construction <ul style="list-style-type: none"> - Matching the jumbled-pictures in the flannelboard - Matching the pictures with the appropriate description. 	➤ Guided Construction <ul style="list-style-type: none"> - Grouping the students into eight groups. - Explaining the rules of doing the task. - Giving the examples of doing the task. - Asking the students to do the task. - Asking the students to choose an appropriate description for the given card. - Asking the students to describe the particular animal life cycle. 			
			Language Structure Wh Question + be + Pron?(how are you) Wh Question + be + Pron + name? (what is your name?)	➤ Independent Construction <ul style="list-style-type: none"> - Making a dialog based on the situational cards. - Practising the dialogues in front of the class. 	➤ Independent Construction <ul style="list-style-type: none"> - Distributing information gap cards - Asking the students to work in pairs - Giving an example of practising the cards. - Asking the students to share the information to another partner. - Asking the students to perform in front of the class. - Giving comments such as 			

					<i>Well done, Very Good, Great, Good Job, etc. .</i> - Asking students' opinion about the activities. - Closing the lesson and greeting.			
			Glossary Hello, Hi, good, morning, afternoon, evening, night, how, are, you, Fine, thanks, name, her, his, your, egg, caterpillar, puppa, butterfly, chicken, etc.					

a. Description of the Course Grid under the Theme of Animal Life Cycle

There are four themes whose materials were developed in this study. The first theme is *Animal Life Cycle*. There are four indicators of the basic competence in this theme. The first is for the students to be able to describe a particular animal life cycle. The second is for the students to be able to use the expressions for introducing someone. The third is for the students to be able to use expressions in the swap shop activity. The activity is done in pairs and in group work. The last is for students to be able to use expressions in describing animal life cycle in their daily life.

The input is chosen based on the students' needs. The researcher got it when did the needs analysis. The input of the developed materials is the example of introduction expression, the example of life cycle description, pictures, simple learning kits, and simple dialogues. The examples of the expressions are given in the form of dialogues completed with the pictures in the learning kits.

The language focus of the theme includes the expressions used to describe animal life cycle. The students are expected to be able to describe life cycle of different kinds of animals. The communicative activity includes the expressions to introduce and respond to someone's introduction. The students are expected to introduce themselves and respond to other's introduction well.

The activities under the theme include six tasks for the students. The first is making summary of a video that is related to animal life cycle. The second is discussing a passage and identifying the life cycle of animal discussed in the

passage. The third is matching a series of pictures of an animal's life cycle with each of their explanations. The fourth is rearranging a series of jumbled pictures of an animal's life cycle. The fifth is doing swap shop game. The last is making a simple dialogue from the given learning kits.

The glossary in this unit is related to the vocabulary used to describe animal's life cycle and to introduce someone. The examples of the glossary are egg, caterpillar, pupa, butterfly, good morning, good afternoon, what is your name, and so forth.

Topics	Basic Competence	Indicators	Materials	Students' Activities	Teachers' Instructions	Input Texts	Media	Time
UNIT 2 Parts of Plant	1. Speaking 3 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.	1. Speaking <ul style="list-style-type: none"> • Students are able to describe the plants and each part of the plant. • Students are able to use expressions for comparing parts of plant. • Students are able to use expressions in the snake and ladder game. • Students are able to introduce and respond to someone based on the information given. • Students are able to use expressions for describing parts of plant in their daily life. 	Language Function <ul style="list-style-type: none"> • Describing certain part of plant and whole parts of plant. • Comparing parts of plants. • Using expressions sin the snake and ladder game. • Introducing and responding to themselves and other friends introduction. • Describing parts of plant in their daily life. 	➤ Teacher Directed <ul style="list-style-type: none"> - Responding to teacher's greeting. - Listening to some examples of expression given by the teacher. - Identifying the part of plant in the power point slide then drawing it. - Responding to teacher's questions related to power point slide. 	➤ Teacher Directed <ul style="list-style-type: none"> - Greeting the students. - Showing power point slide of part of plant to arouse the students interest. - Asking the students about the slide. - Telling the students the expressions to describe the part of plant. 	<ul style="list-style-type: none"> • Plants Part • Anatomy of a Flower 	<ul style="list-style-type: none"> • Story ilustration in the form of pictures • Part of plants cards • Full parts of plant • National emblem cards • Flannel board • A set of informati-on gap cards 	2 x35 menit (1 meeting)

			Example of the Expressions <ul style="list-style-type: none"> • Good Morning/ Afternoon, Evening, Night.. • What is your name? • What is her name? • Where do you come from? • This is a leave. • That is a root. 	➤ Guided Construction <ul style="list-style-type: none"> - Matching the jumbled-pictures in the flannelboard - Doing snake and ladder game. 	➤ Guided Construction <ul style="list-style-type: none"> - Grouping the students into eight groups. - Explaining the rules of doing the task. - Giving the examples of doing the task. - Asking the students to do the task. - Grouping the students into eight groups. - Giving the rules of the game. - Asking the students to make a sentence based on the word chosen. 			
			Language Structure Wh Question + be + Pron + name? (What is your name?) Wh question + be + pron + come from? (where do you come from?)	Independent Construction <ul style="list-style-type: none"> - Making a dialog based on the situational cards. 	Independent Construction <ul style="list-style-type: none"> - Distributing information gap cards - Asking the students to work in pairs - Giving an example of practising the cards. - Asking the students to share the information to another partner. - Asking the students to perform in front of the class. - Giving comments such as <i>Well done, Very Good, Great, Good Job</i>, etc. . - Asking students' opinion about the activities. - Closing the lesson and greeting. 			

			Glossary Hello, Hi, good, morning, afternoon, evening, night, how, are, you, Fine, thanks, name, her, his, you, come from, branch, fruit, flower, root, leaf, stem, etc.					
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b. Description of the Course Grid under the Theme of Parts of Plant

There are five indicators of the basic competence in this theme. The first is for the students to be able to describe particular and whole part of plant. The second is for the students to be able to say the expressions for comparing a part to another part of a plant. The third is for the students to be able to use the expressions in the snake and ladder game. This game is done in group work. The fourth is for students to be able to use the expressions in information gap activity. The last is for students to be able to use expressions for describing parts of plant in their daily life.

The input of the theme includes the expressions used to describe parts of plant and to compare parts of plant. The activities are focused on speaking skill since the students are expected to be able to describe parts of different kinds of plant. In addition, they are expected to compare the parts of plants especially flowers to those different of colour.

The language focus of the developed materials includes the example of a description of parts of plant, pictures, simple learning kits, and simple expressions. The examples are given in the form of simple sentence with the word chosen in the snake and ladder game. The communicative activity of the theme includes the expressions to introduce and respond to someone's introduction.

The activities under the theme include five tasks for the students. The first is responding to teacher's questions related to full part of plant. The second is drawing the full part and identifying the name of the each part. The third is

discussing a passage of biology of plant. The fourth is doing snake and ladder game. The last is making simple a dialogue from the given learning kits.

The glossary in this unit is related to the vocabulary used to describe parts of plant and to compare different parts of plant based on their colour. The examples of the glossary are stem, fruit, leave, root, flower, seed, what is your name, where do you come from, what is the national emblem of your country, and so forth.

Topics	Basic Competence	Indicators	Materials	Students' Activities	Teachers' Instructions	Input Texts	Media	Time
UNIT 3 Friendship	1. Speaking 3 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.	2. Speaking <ul style="list-style-type: none"> Students are able to describe someone's feeling. Students are able to describe someone's feeling in a particular activity. Students are able to use expressions for describing someone's feeling, in the form of a short message. Students are able to use expressions in information gap activity. Students are able to use expressions for describing someone's feeling in their daily life. 	Language Function <ul style="list-style-type: none"> Describing someone's feeling. Describing someone's feeling in a particular activity. Describing someone's feeling by writing a short message. Using expression in information gap activity. Describing someone's feeling in their daily life. 	Teacher Directed <ul style="list-style-type: none"> Responding to teacher's greeting. Listening to some examples of expressions given by the teacher. 	Teacher Directed <ul style="list-style-type: none"> Greeting the students. Showing some emoticons in the slide of PP to arouse the students interest. Asking the students about feeling in the slide of PP. Telling the students the expressions to describe certain feeling. 	<ul style="list-style-type: none"> How to express difficult feeling. 	<ul style="list-style-type: none"> What do you feel emotion cards Situasional cards Flannel board A set of information gap cards 	2x35 minutes (1 meeting)

			Example of the Expressions <ul style="list-style-type: none"> • Hello. • Hi. • Good Morning/ Afternoon, Evening, Night. • What do you feel? • Are you sad? • Are you sad because your best friend is moving to another city? • Yes, I am. • No, I am not. 	➤ Guided Construction <ul style="list-style-type: none"> - Describing someone's feeling based on given situation - Describing students' feeling by sending a message. 	➤ Guided Construction <ul style="list-style-type: none"> - Asking the students to do the task in pairs. - Explaining the rules of doing the task. - Giving the example of doing the task. - Asking the students to present their task. - Asking the students to choose an appropriate situation. - Asking the students to describe their feeling. - Asking the students to present their task. 			
			Language Structure Wh Question + be + Pron + feel? To be Question + be + certain feeling? To be Question + be + certain feeling	➤ Independent Construction <ul style="list-style-type: none"> - Making dialog based on the situational cards. - Practising the dialogues in front of the class. 	➤ Independent Construction <ul style="list-style-type: none"> - Distributing information gap cards - Asking the students to work in pairs - Giving an example of practising the cards. - Asking the students to share the information to another partner. - Asking the students to perform in front of the class. - Giving comments such as Well done, Very Good, Great, Good Job, etc. - Asking students' opinion about the activities. - Closing the lesson and greeting. 			

			Glossary Hello, Hi, good, morning, afternoon, evening, night, how, are, you, Fine, you, what, do, feel, sad, happy, are, proud, confused, angry, etc.					
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c. Description of the Course Grid under the Theme of Friendship

There are five indicators of the basic competence in this theme. The first is for the students to be able to describe their feeling. The second is for the students to be able to describe their feeling in a particular activity. The third is for the students to be able to use expressions for describing their feeling in the form of a short message. The activity is done individually. The fourth is for students to be able to use expressions in the information gap activity. The last is for students to be able to use expressions for describing their feeling in their daily life.

The input of the developed materials is the example of words expressing feelings, the examples of expression used to describe someone's feeling, pictures, simple learning kits, and simple dialogues. The examples of the words and expressions are given in the form of dialogues completed with the pictures in the learning kits given by the teacher.

The language focus of the theme is expressions used to describe someone's feeling in the form of written text. The communicative activity of this theme includes the activities to describe someone's feeling. Students are expected to express someone's feelings well based on the reason in the learning kits.

The activities under the theme include seven tasks for the students. The first is describing someone's feeling. The second is guessing someone's feeling based on the illustrated cards given by teacher. The third is guessing someone's feeling based on the situation in the cards. The activity is done in pair. The fourth is describing unforgettable experiences. The fifth is doing pantomime. The sixth is

sharing their feeling in the form of a short message. The last is using expressions to describe someone's feeling in a certain situation based on the card given by the teacher.

The glossary in this unit is related to the vocabulary used to describe someone's feeling. The examples of the glossary are sad, happy, confused, proud, shy, worry, scary, what do you feel, I am happy, I am very proud, and so forth.

Topics	Basic Competence	Indicators	Materials	Students' Activities	Teachers' Instructions	Input Texts	Media	Time
UNIT 4 Travel	1. Speaking 3 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar	1. Speaking <ul style="list-style-type: none"> • Students are able to describe kinds of transportation. • Students are able to identify modern from traditional transportation based on the provided classification. • Students are able to describe the direction to go to certain place. • Students are able to use expressions for describing specific direction using particular transportation. 	Language Function <ul style="list-style-type: none"> • Describing kinds of transportation. • Describing some differences between modern and traditional transportation. • Asking and giving direction. • Using expressions for describing specific direction using particular transportation. 	➤ Teacher Directed <ul style="list-style-type: none"> - Responding to teacher's greeting. - Listening to some example of expressions given by the teacher. - Differentiating traditional and modern transportation. 	➤ Teacher Directed <ul style="list-style-type: none"> - Greeting the students. - Showing transportation cards to arouse the students' interest into the topic. - Asking the students about the cards. - Giving an article under the topic modern and traditional transportation. - Telling the students the expressions to differentiate traditional and modern transportation. 	<ul style="list-style-type: none"> • Traditional and modern transport in Jakarta. • Transportation in Indonesia. 	<ul style="list-style-type: none"> • Story illustration • transportation cards • Flannel board • Simple map cards • A set of information gap cards 	2x35 minutes (1 meeting)
			Example of the Expressions <ul style="list-style-type: none"> • Good Morning/ Afternoon, Evening, Night. • It is a bus. • What is it? 	➤ Guided Construction <ul style="list-style-type: none"> - Discussing the passage of traditional and modern transportation. 	➤ Guided Construction <ul style="list-style-type: none"> - Grouping the students into eight groups. - Explaining the rules of doing the task. - Asking the students to do the task. 			

			<ul style="list-style-type: none"> • How can I get there? 					
			Language Structure Wh Question + be + it? Wh Question + be + transportation + should + pron + take?	➤ Independent Construction - Making a dialog based on the situational map. - Practising the dialogues in front of the class.	➤ Independent Construction - Distributing information gap cards - Asking the students to work in a group of four. - Giving an example using the map by asking and giving information. - Asking the students to share the information to another partner. - Asking the students to perform the dialogues in front of the class. - Giving comments such as <i>Well done, Very Good, Great, Good Job</i> , etc. . - Asking students' opinion about the activities. - Closing the lesson and greeting.			
			Keywords Hello, Hi, good, morning, afternoon, evening, night, how, are, you, take, bus, airplane, boat, etc.					

d. Description of the Course Grid under the Theme of Transportation

There are four indicators of the basic competence in this theme. The first is for the students to be able to describe kinds of transportation. The second is for the students to be able to differentiate traditional from modern transportation. The third is for the students to be able to describe how to get to a certain place. The activity is done in pair and group work. The last is for students to be able to use expressions for describing specific direction using particular transportation.

The input of the developed materials is the example of expressions used to ask and give direction, the example of pictures of transportation, simple learning kits, and simple dialogues. The examples of the expressions are given in the form of dialogues illustrated with pictures and map.

The language focus of the theme includes the expression used to describe transportation and to differentiate kinds of transportation. Students are expected to differentiate the traditional and modern transportation well. The communicative activity of the theme includes the expressions for asking and responding to questions about direction to go to certain area

The activities under the theme include four tasks for the students. The first is comparing modern and traditional transportation. The second is discussing passage and identifying the modern and the traditional transportation discussed in the passage. The third is giving direction based on a simple map given by teacher. The last is using expressions for describing certain direction, mainly in the school context.

The glossary in this unit is related to the vocabularies used to describe kinds of transportation and to give direction how to get to certain area. The examples of the glossary are car, bus, plane, bicycle, go ahead, straight, T-junction, where am I, what is the transportation to go there, and so forth.

3. Designing the Learning kits

After writing the course grid, the researcher began to design the learning kits. The materials consist of tasks which are designed as the activities that involve students actively. It means that the tasks should not only facilitate the students but also make them able to communicate effectively and appropriately.

In designing the tasks, the researcher work on the basis of the needs analysis. The developed materials contain four units. The first unit is *Animal Life Cycle*. The second unit is *Parts of plant*. The third unit is *Friendship*. The last unit is *Transportation*. The organization of the developed learning kits materials are designed for the warming up activity and the core activity.

The warming up activity leads students to the next tasks. In the activity, the students are given opportunities to use their schemata about the materials they would learn. The core activity function's as the main activity. The tasks as the core activities are designed to achieve the language learning goals.

4. Designing the Manual Book of Learning kits

The developed manual book of the developed materials in this study consists of four units. The format of the manual book can be seen in the following draft:

Unit Title

- A. Starter
- B. Input
 - Pictures, Text, or Dialogues
- C. Content Focus
 - 1. Activity 1
 - 2. Activity 2
- D. Language Focus
 - 1. Activity 1
 - 2. Activity 2
- E. Communicative Activity
 - 1. Activity 1
 - 2. Activity 2
- F. Glossary
- G. Reflection

There are seven components in the manual book. The first is starter. The second is input. The third is content focus. The fourth is language focus. The fifth is communicative activity. The sixth is glossary. The last is reflection. The starter plays some important roles. It is used to activate students' mind and help them to think about the input. It is also used to arouse the students' interest in the topic. The input may provide stimulus material for activities, new language items, correct model of language use, and a topic for communication. The input should give opportunities for the students to use their schemata. The content focus, language focus, and communicative activity consist of a number of activities and tasks. It gives the students the learning experience. The glossary helps the students understand the meaning of some difficult words. The last, the reflection helps the teacher to evaluate the activities during teaching and learning process.

B. Try-Outs, Evaluation, and Revision of the First Draft of Learning Kits

The try-outs were conducted to measure the effectiveness of the developed learning kits and the manual book through implementation in the classroom. The set of learning kits was given to the students twice. The first try-out was the first draft of the learning kits and the manual book. There were four meetings in the first try-out.

1) First Draft of the Animal Life Cycle Unit

a. Try-Out of the First Draft of the Animal Life Cycle Unit

The first try-out was held on September 13, 2011. Situation during the try-out is reported in the following sentences. The teacher started the lesson by saying a prayer and by greeting the students. The teacher said ‘Good Morning’ and ‘How are you’. In the following activity, the teacher did the starter. The teacher showed the animal life cycle video to stimulate student’s schemata. In this activity, the students were very interested. However, they did not know the name of each step in the life cycle. Some of the students asked the teacher in Indonesian, some of them used English.

The teacher used learning kits as media to help the students identify the description of each cycle. The teacher showed the cards many times. It helped them memorize the description of each cycle. After demonstrating the description of each cycle, the teachers gave the students an article related to the topic. One of the students reads aloud the passage then they identified the difficult words which the teacher had prepared the list before. Then, the students did the next activity that was matching the cards with description. For this activity, they did well and very enthusiastically.

Having finished doing matching activity, the students made the jumbled-animal cycle life cards into a well-ordered cycle. They were divided into eight groups and completed to finish it. The fastest group demonstrated their animal life cycle in front of the class. In this activity, they also did well. Having finished

doing jumbled cards, the students were put into two group. Then, the teacher gave them a card with an illustration of a particular cycle with which they were doing the “Swap shop” activity. The class was very crowded and noisy. The students enjoyed the activity although some of them used Indonesian during the activity. They did this activity well.

In the next activity, the teacher distributed a couple of cards to the students to do an information gap activity. Before the students did the activity, the teacher gave an example of making a dialogue to get the information. One of the students asked the teacher to translate it into Indonesian because he could not understand the instruction. Then, the teacher repeated the instruction into Indonesian. They did the activity well although they had a bit difficulty when they described their pet’s life cycle.

At the end of the teaching and learning process, the teacher asked whether or not the students felt happy. The students said that they were happy and enthusiastic of using learning kits as media in the learning speaking. Then the teacher closed the lesson by asking them to say a prayer together and by saying good-bye.

b. The Evaluation of the First Draft of the Animal Life Cycle Unit

The researcher gave second questionnaire. The are two parts of it; first part was closed questions with four probable answers and the second part was open questions. The students wrote their opinions and suggestion about the lay-out and activities of developed learning kits. In addition, the teacher also wrote his

opinion and suggestion about the manual book of using the learning kits. The results gained from the students' evaluation were presented in the following table.

Table 10 The Mean of the Students' Evaluation on the First Draft of Animal Life Cycle Unit

No	Statements	Mean of Unit	Number of the Respondents	Category
1.	The learning kits are useful in understanding the material.	3.3	32	Very good
2.	The learning kits give me opportunity to speak English.	3.1	32	Good
3.	The learning kits give me opportunity for practising English with friends.	3.1	32	Good
4.	The activities using learning kits motivate me to learn English more.	3.1	32	Good
5.	The pictures of the learning kits are clear and interesting.	3.0	32	Poor
6.	Authentic materials help me to speak English.	2.9	32	Very poor
7.	The chosen topics are interesting.	3.1	32	Good
8.	The activities using learning kits are not difficult for me.	3.2	32	Good
9.	The activities are graded from simple to difficult.	3.0	32	Very poor
10.	The learning kits are understandable.	3.1	32	Good
11.	I like game as an activity in the classroom.	3.4	32	Excellent
12.	The activities are varied.	3.1	32	Good
13.	The activities can develop my speaking skill.	3.3	32	Very good
14.	I like the activities using learning kits.	3.5	32	Excellent

From the table above, it can be inferred that the students readily accepted the designed learning kits and the activities since the students' agreements scored from 2.9 to 3.5. However, there were some activities relatively less effective so that they needed some improvement.

It can be seen from the table above that the students' score on the statement number 5, 6, and 9 were low. The researcher thus revised the model of activity to improve the grading of the activities and the clarity of some pictures. The activities would then be graded from simple to difficult. When one of the students read the article about animal life cycle, the teacher also gave list of difficult words. Before she read the article, the teacher and students discussed the list of difficult words first. The students stated that they were confused. Some students stated that they were also confused in describing their pet's life cycle. They were enjoyed when the teacher provided the pets. Related to the pictures, some of the pictures could also be made more colorful. There were some white and black pictures. The researcher provided more colourful pictures to make the pictures clearer. The articles given by the researcher were also not interesting. The reaseacher, therefore, added some authentic articles, improved the pictures, and rearranged the grade of activities.

The reseacher summarized the opinions and suggestions from the respondents in the following list.

- a. The students said that the pictures in the learning kits were too small. They needed to be enlarged.

- b. The students said that they were bored to do activities on their chair all the time. They wanted activities that made them move from one place to another, especially in matching the definition cards and reordering the cards.
- c. The students stated that the activities were not graded from easy to difficult. Thus, the activities should be reordered from easy to difficult.
- d. The students stated that the input was not enough. The students needed more authentic input.
- e. The teacher suggested that the researcher should increase the opportunities for the students to practise the dialogue of describing their pet.
- f. The teacher suggested that the researcher should add examples of making a dialogue.
- g. The teacher said that the resercher should explain the language features of descriptive text of the input.
- h. The teacher said that the lay-out of the draft of the manual book is too simple. It needed to be varied and be more interesting.
- i. The teacher said that the instructions in the manual book were not clear enough. It needed to be revised.

c. The Revision of the First Draft of the Animal Life Cycle Unit

Based on the respondents' responses and suggestions, the learning kits, activities, and manual book were revised. The results of the observation during the try-out were included in the revision of the first draft.

Table 11 The Revision of the First Draft of Animal Life Cycle Unit

Components of the Developed Material	Task	Feedback	Revision
Layout	-	The layout was too simple. It should be colorful and more interesting.	The layout was revised into a more colorful and more interesting one by adding more colours and pictures.
Starter	-	The starter, should be varied, not only the words. The instructions should be clear.	The starter was in terms of the activity that was analyzing the video. The instructions were clearer. The researcher added some steps to do the activities.
Content Focus	Rearranging the pictures	The activity should use the flannel board to be more interesting.	The activity used flannel board.
Language Content	Discussing an article	The list of difficult words should give before read the article.	The list of difficult words were given then were analyzed together.
		The authentic article were not interesting. It should be changed. Language features of the article, should be explained.	The article were changed by an interesting article. The language features were added.
Communicative Activity	Information Gap	The activity should be done in a group of four.	The activity is done in a group of four.

Glossary	-	The part of speech of each words should be provided.	The part of speech of each words provided.
Review	-	The components of the review should be inserted.	The components of the review were inserted.

2) First Draft of the Parts of Plant Unit

a. Try-Out of the First Draft of the Parts of Plant Unit

The second unit was *Parts of Plant*. In the second meeting, the teacher started the lesson by saying a prayer and by greeting the students. The teacher said ‘Good Morning’, ‘How are you’, and ‘Let us pray, shall we’. In the following activity, the teacher read starter in the manual book. Then, the teacher showed the slide of parts of plant to stimulate student’s schemata. In this activity, the students were interested. However, they needed some translation for certain vocabularies. Some of students asked the teacher in Indonesian while some of them used English to ask the meaning of the words.

To help the students identify the name of each part of plants, the teacher used learning kits. The teacher showed the cards many times to help them memorize the word and the part’s function. After demonstrating the pictures, the teacher gave the students an article related to the topic. Each student read the passage then they identified the difficult words. The teacher had prepared the list. Then, the students discussed the text. The students should compare the plants and the human. For this activity, they did well. However, some of the students compared

the topic using Indonesian. In the end of the activity, the teacher made a summary related to the task.

Having finished the discussion, the students made the well-ordered of part of plant puzzle. They were divided into eight groups. The fastest group showed their puzzle. In this activity, they also did well. Having finished order the puzzle, the students did the “Snake and ladder” game. The class was very crowded and noisy during the game. The students enjoyed the activity although some of them used Indonesian during the activity.

The last activity was an information gap game. The teacher distributed a couple of cards to students. The activity was done in pair. The teacher gave an example of making dialogue to get the information of name, countries, and the colors of the countries’ flag. The researcher were a partner of teacher to demonstrate sample of a dialogue. They did the activity well.

At the end of the teaching and learning process, the teacher asked whether or not the students felt happy when doing the activities. The students said that they were happy and enthusiastic. Then the teacher closed the lesson by asking them to say a prayer together and by saying good-bye.

b. The Evaluation of the First Draft of the Parts of Plant Unit

The results gained from the students' evaluation were presented in the following table.

Table 12 The Mean of the Students' Evaluation on the First Draft of Parts of Plant Unit

No	Statements	Mean of Unit	Number of the Respondents	Category
1.	The learning kits are useful in understanding the material.	3.4	32	Very good
2.	The learning kits give me opportunity to speak English.	3.2	32	Good
3.	The learning kits give me opportunity for practising English with friends.	3.2	32	Good
4.	The activities using learning kits motivate me to learn English more.	3.3	32	Good
5.	The pictures of the learning kits are clear and interesting.	3.1	32	Good
6.	Authentic material help me to speak English.	3.0	32	Poor
7.	The chosen topics are interesting.	3.0	32	Poor
8.	The activities using learning kits are not difficult for me.	3.2	32	Good
9.	The activities are graded from simple to difficult.	3.0	32	Poor
10.	The learning kits are understandable.	3.1	32	Good
11.	I like game as an activity in the classroom.	3.5	32	Excellent
12.	The activities are varied.	3.1	32	Good
13.	The activities can develop my speaking skill.	3.3	32	Very good
14.	I like the activities using learning kits.	3.4	32	Excellent

From the table above, it can be inferred that the students accepted the designed learning kits and the activities since the students' agreements scored from 3.0 to 3.5. However, there were some activities relatively less effective so that they needed some improvement. It can be seen from the table above that the students' score on the statement number 6, 7 and 9 was low. Thus, the researcher revised the model of activity to improve the grading of the activities, added an authentic input and added an interesting activity. The activities would then be graded from simple to difficult. Some of the students stated that reordered puzzle was not enjoyable. They also thought that it was difficult for them so that the activity was removed. Some of the students also stated that the topic was not interesting. Whole topic talked about plants as general. The researcher thus added an activity for classifying kinds of flower based on their color. To improve the authenticity of the input, the researcher added some videos of parts of plant. The aim was to make students more interested in this topic.

The researcher summarized the opinions and suggestions from the respondents in the following list.

- a. The students said that some of the pictures in the learning kits were not colourful and not clear. It needed more colours and interesting pictures.
- b. The students said that they were confused in doing snake and ladder game. They wanted the group was smaller than before.
- c. The students suggested that reordering puzzle was not effective and it was not interesting.

- d. The students suggested that the researcher should add an activity to make the topic more interesting for them.
 - e. The students stated that the input in the form of article was too much.
 - f. The students suggested that the researcher increased the opportunity for them to practice making sentences in the snake and ladder game.
 - g. The students stated that they needed others authentic inputs, such as videos.
 - h. The teacher said that the lay-out of the draft of manual book is too simple. It needed more colours and more interesting pictures.
 - i. The teacher said that some instructions in the manual book were not clear. They needed to be revised.
- c. The Revision of the First Draft of Parts of Plant Unit

Based on the respondents' responses and suggestions, the learning kits, activities, and manual book were revised. The results of the observation during the try-out were included in the revision of the first draft.

Table 13 The Revision of the First Draft of Parts of Plant Unit

Components of the Developed Material	Task	Feedback	Revision
Layout	-	The layout was too simple. It should be colorful and interesting.	Colorful and interesting pictures were added.
Starter	-	The instructions should be clear.	The instructions were clearer.
Content Focus	Comparing plant and	The researcher should provide the list of the characteristics to	The researcher had provided

	human Reordering puzzle	discuss. The researcher should remove the activity.	the list. The activity was removed.
Language Content	Snak and Ladder	The activity should be done in a group of four. The time for doing this game should be longer than before.	The activity was done in a group of four. The time was longer than before.
Glossary	-	The part of speech of each word should be provided.	The part of speech of each word was provided.
Review	-	The components of the review should be inserted.	The components of the review were inserted.

3) First Draft of the Friendship Unit

a. Try-Out of the First Draft of the Friendship Unit

The third try-out was held on September 17, 2011. The activities during try-out were reported in the following sentences. The teacher started the lesson by saying a prayer and by greeting the students. The teacher said ‘Good Morning’, ‘How are you’, and ‘Let us pray, shall we’. In the following activity, the teacher read the starter to ask about students’ feeling. Then, the teacher drew emoticons to stimulate student’s schemata. Having drawn emoticon, the teacher showed the pictures. In this activity, the students looked interested. However, some of students answered the teacher’s questions in Indonesian. Teacher repeated their answer in English to make them answer in English too. They did the activity well.

The teacher used learning kits as media to help the students identify people’s feelings. The teacher showed the cards many times to help them memorize the words describing feeling. The teacher also asked the reason of students’ feeling as

shown in the cards. After demonstrating the pictures, the teachers distributed the cards. The students answered the teacher's question about their feeling based on the card given by the teacher. For this activity, they did well. However, some of students had difficulties in answering the questions. The teacher helped to answer, so that, they answered it well. In the end of the activity, the teacher made a summary related to the task by asking about their feelings.

Having finished doing the previous activity, the students responded to what they felt based on the situation cards given by the teacher. They were divided into eight groups. Each group had opportunity to present their answer. Having finished doing situation cards, the students were given an article. Then, they were ready to do "Sending Feeling a Sms" activity. The students did the task seriously. As a result, the class were quiet. The students looked enjoying the activity.

The next activity, the teacher distributed a couple of cards to students. They did an information gap game. The students did the activity well. Having finished information gap activity, the students were divided into eight groups. They should do pantomime activity. Each group should express feeling by doing pantomime to express it. Other groups should guess it. All of the groups were very creative. They had a lot of fun in doing the activity.

At the end of the teaching and learning process, the teacher asked whether or not the students felt happy. The students said that they were happy and enthusiastic of using learning kits as media in the learning of spoken descriptive

text under the topic Friendship. Then the teacher closed the lesson by asking them to say a prayer together and by saying good-bye.

b. The Evaluation of the First Draft of the Friendship Unit

The results gained from the students' evaluation were presented in the following table.

Table 14 The Mean of the Students' Evaluation on the First Draft of Friendship Unit

No	Statements	Mean of Unit	Number of the Respondents	Category
1.	The learning kits are useful in understanding the material.	3.4	32	Excelent
2.	The learning kits give me opportunity to speak English.	3.4	32	Excelent
3.	The learning kits give me opportunity for practising English with friends.	3.3	32	Very good
4.	The activities using learning kits motivate me to learn English more.	3.4	32	Excellent
5.	The pictures of the learning kits are clear and interesting.	3.2	32	Good
6.	Authentic material help me to speak English.	3.1	32	Good
7.	The chosen topics are interesting.	3.2	32	Good
8.	The activities using learning kits are not difficult for me.	3.3	32	Very good
9.	The activities are graded from simple to difficult.	3.1	32	Good
10.	The learning kits are understandable.	3.2	32	Good
11.	I like game as an activity in the classroom.	3.5	32	Excellent
12.	The activities are varied.	3.3	32	Very good
13.	The activities can develop my speaking skill.	3.2	32	Good
14.	I like the activities using learning kits.	3.4	32	Excellent

From the table above, it can be inferred that the students accepted the designed learning kits and the activities since the students' agreements scored from 3.1 to 3.5. However, when the researcher asked the students in the end of the class, the students stated that there were some activities relatively less effective so that they needed some improvement. Some of activities were revised based on respondents' suggestions such as layout of learning kits, lay-out of the manual book, and variety of activities.

The reseacher summarized the opinions and suggestions from the respondents in the following list.

- a. The students said that some of the pictures in the learning kits were too small. They needed to be larger so that the pictures were clearer.
- b. The students said that they were confused in doing pantomime activity. One of the problems was timing. They needed longer timer to think and to act a particular feeling.
- c. The respondents stated that there was a small number of difficult vocabularies at the input. They needed more vocabularies to understand the input.
- d. The respondents suggested that the researcher increased the opportunity for the students to practise making sentences in the sending feeling via sms activity. In short, the students needed more time.

- e. The teacher said that the lay-out of the manual book draft was too simple. It needed to be varied in colours and it should have more interesting pictures.

c. The Revision of the First Draft of Friendship Unit

Based on the respondents' responses and suggestions, the learning kits, activities, and manual book were revised. The results of the observation during the try-out were included in the revision of the first draft.

Table 15 The Revision of the First Draft of Friendship Unit

Components of the Developed Material	Task	Feedback	Revision
Layout	-	Colour of layout was too simple. It should be colorful and needed more interesting pictures.	Colourful and interesting pictures were added.
Starter	-	-	-
Content Focus	Sending Feeling SMS	The researcher should prepare the list of the difficult vocabularies of the input.	The list of difficult vocabularies was prepared.
Language Content	Pantomime	The students needed longer time to do the activity.	The time for doing activity were made longer than before.
Glossary	-	The part of speech of each word should be provided.	The part of speech of each word was provided.
Review	-	-	-

4) First Draft of the Travel Unit

a. Try-Out of the First Draft of the Travel Unit

The try-out was conducted to measure the effectiveness of using the developed learning kits and the manual book through implementation in the classroom. The fourth try-out was held on September 20, 2011. The report during implementation was in the following sentences. The teacher started the lesson by saying a prayer and by greeting the students. In the following activity, the teacher asked the students whether they already knew kinds of transportation. Then, the teacher showed some miniatures of vehicles to stimulate student's schemata. In this activity, the students looked interested. Some of students told their experiences about transportation in Bahasa. Teacher repeated the experiences in English.

To identify the function of transportation and the direction to go to some areas, the teacher used learning kits. The teacher showed the cards to help them identify and memorize the name of particular vehicles. After demonstrating the pictures, the teacher gave the students an article related to the topic. Each student read the passage then they identified the difficult words which had actually been prepared. Then, the students did the next activity, discussing the text. The students should compare the modern and traditional transportation. For this activity, they did well although some of the students compared the kinds of transportation using Indonesian.

Having finished doing the discussion activity, the students made simple dialogues based on the situation cards distributed by teacher. They worked in pairs. In this activity, they also did well. After making a simple dialogue, the students were divided into four groups to do the next activity that was “Give Me Direction” in the school context. Although the class were very crowded and noisy, the students looked enjoying the activity.

The last activity, the teacher distributed a modified map to the students. They did “Where am I” game. Before the students did the activity, the teacher gave an example of making dialogue to get the information based on the questions given. They did the next activity in pairs. They did the last activity well.

At the end of the teaching and learning process, the teacher asked whether or not the students felt happy. The students said that they were happy to use learning kits as media in learning transportation. Then the teacher closed the lesson by asking them to say a prayer together and by saying good-bye.

b. The Evaluation of the First Draft of the Travel Unit

The results gained from the students' evaluation were perented in the following table.

Table 16 The Mean of the Students' Evaluation on the First Draft of Travel Unit

No	Statements	Mean of Unit	Number of the Respondents	Category
1.	The learning kits are useful in understanding the material.	3.2	32	Good
2.	The learning kits give me opportunity to speak English.	3.3	32	Very good
3.	The learning kits give me opportunity for practising English with friends.	3.2	32	Good
4.	The activities using learning kits motivate me to learn English more.	3.3	32	Good
5.	The pictures of the learning kits are clear and interesting.	3.1	32	Good
6.	Authentic material help me to speak English.	3.0	32	Poor
7.	The chosen topics are interesting.	3.1	32	Good
8.	The activities using learning kits are not difficult for me.	3.2	32	Good
9.	The activities are graded from simple to difficult.	3.0	32	Poor
10.	The learning kits are understandable.	3.2	32	Good
11.	I like game as an activity in the classroom.	3.3	32	Excellent
12.	The activities are varied.	3.1	32	Good
13.	The activities can develop my speaking skill.	3.5	32	Excellent
14.	I like the activities using learning kits.	3.4	32	Excellent

It can be seen from the table above that similar problems appeared in this topic since the students' score on the statement number 6 and 9 was low. The scores say that the researcher should grade the activity from simple to difficult and that additional example of dialogue should be added. Both of the teacher and students had equal opportunity to give comments and suggestions related to the activity during the try-out, using the media, and the manual book draft. Their suggestions and opinion were collected through in the questionnaire and interview. The researcher summarized the opinions and suggestions from the respondents in the following list.

- a. The students stated that some of the pictures in the learning kits especially the map were not clear. They needed to be cleared and colourful.
- b. The students said that they were confused in doing information gap activity. It was because the map were not familiar for them. They needed the situation in the map was related to their town.
- c. The respondents suggested that the researcher increased the opportunity for the students to practise making sentences in the give me direction activity.
- d. The teacher said that some instructions in the manual book draft were not clear enough. It needed to be revised.

c. The Revision of the First Draft of Travel Unit

Based on the respondents' responses and suggestions, the learning kits, activities, and manual book were revised. The results of the observation during the try-out were included in the revision of the first draft.

Table 17 The Revision of the First Draft of Travel Unit

Components of the Developed Material	Task	Feedback	Revision
Layout	-	-	-
Starter	-	Some of instructions were not clear.	The instructions were clearer. Some example of dialogues also were added.
Content Focus	Information Gap	The areas in the map should be familiar to the students.	The areas were changed into the familiar one.
Language Content	Give Me Direction	The activity should be done in a group of four.	The activity had done in a group of four.
Glossary	-	-	-
Review	-	-	-

C. Try-Outs, Evaluation, and Revision of the Second Draft of Learning kits

The try-outs were conducted to measure the effectiveness of the developed learning kits and the manual book after the developed materials had been revised. This is the second try-out. There are four meetings in the second try-out.

1) Second Draft of the Animal Life Cycle Unit

a. Try-Out of the Second Draft of the Animal Life Cycle Unit

After doing the first try-out, the researcher revised some components based on the teacher's and students' suggestions. The activities in the second try-out were the same in the first try-out. The report of the try-out was reported in the following sentences. In the beginning of the try-out, the teacher started the lesson by saying a prayer and by greeting the students. In the following activity, the teacher showed the same animal life cycle video to stimulate student's schemata. Because they already knew the video, the researcher added one video of another animal life cycle. Some of the students still asked the teacher in Indonesian but they used English to describe the cycles. The students did the activity well.

In the second try-out, the teacher still used learning kits as media to help the students identify the name of each cycle. The teacher recalled students' memories about the name of each cycle by showing the cards. Having finished watching video, the students were given an article related to animal life cycle. The class was divided into two groups. Each group had a different topic. The students identified

the cycles, then they arranged the cycles into a good order . The students stuck the pictures of animal life cycles in the flannel board. Then, the students did the next activity that is matching the cards with the description. For this activity, they also stuck the cards in the flannel board. They did well. They were more enthusiastic than they were in the first try-out.

In the following activity, the teacher distributed them a card of certain cycle. They were ready to do “Swap shop” activity. The teacher divided the students into four groups. Each group should find out other group’s cycle. The students looked enjoying the new rule. They did this activity well although some of them still used Indonesian during the activity.

The next activity, the teacher distributed couple of cards to students. They did the next activity in a group of four. They did an information gap game. After getting the information, each pair should share with another pair. They did think-pair-share. They did the activity well.

At the end of the teaching and learning process, the teacher asked the students’s opinion about the class. The students said that they were happier and more enthusiastic. Then the teacher closed the lesson by asking them to say a prayer together and by saying good-bye. This class was more successful than the first try-out.

b. The Evaluation of the Second Draft of the Animal Life Cycle Unit

There are two parts in the questionnaire of second try-out. The first part was closed questions with four probable answers and the second part was open questions. The students wrote their opinions and suggestion about the lay-out and activities of developed learning kits after revising. The teacher also wrote his opinion and suggestion about the revised manual book.

The results gained from the students' evaluation were presented in the following table.

Table 18 The Mean of the Students' Evaluation on the Second Draft of Animal Life Cycle Unit

No	Statements	Mean of Unit	Number of the Respondents	Category
1.	The learning kits are useful in understanding the material.	3.3	32	Very good
2.	The learning kits give me opportunity to speak English.	3.2	32	Good
3.	The learning kits give me opportunity for practising English with friends.	3.1	32	Good
4.	The activities using learning kits motivate me to learn English more.	3.2	32	Good
5.	The pictures of the learning kits are clear and interesting.	3.1	32	Good
6.	Authentic material help me to speak English.	3.1	32	Good
7.	The chosen topics are interesting.	3.1	32	Good
8.	The activities using learning kits are not difficult for me.	3.2	32	Good
9.	The activities are graded from simple to difficult.	3.1	32	Good
10.	The learning kits are understandable.	3.2	32	Good
11.	I like game as an activity in the classroom.	3.4	32	Excellent

12.	The activities are varied.	3.1	32	Good
13.	The activities can develop my speaking skill.	3.3	32	Very good
14.	I like the activities using learning kits.	3.5	32	Excellent

From the table above, it can be inferred that the developed learning kits and the activities was more acceptable. It is showed by the students' agreements which scored from 3.1 to 3.5. In the second try-out, the score increased. There were not poor score. However, the information gap activity still needed more explanation. The students was familiar with the think-pair-share as shown in their written opinion. The reseacher summarized the opinions and suggestions from the respondents in the following list.

- a. The students said that they needed more explanation related to the think-pair-share activity.
- b. The teacher said that the developed manual book still needed explanation.
The explanation should be given at the end of each topic.
- c. The Revision of the Second Draft of Animal Life Cycle Unit

Based on the respondents' responses and suggestions, the learning kits, activities, and manual book were revised. The results of the observation during the try-out were included in the revision of the second draft.

Table 19 The Revision of the Second Draft of Animal Life Cycle Unit

Components of the Developed Material	Task	Feedback	Revision
Layout	-	The teacher needed more guidelines about the activities.	More guidelines about the activities were added.
Starter	-	-	-
Content Focus	-	-	-
Language Content	Information Gap	The students needed additional information about think-pair-share.	The additional information was added.
Glossary	-	-	-
Review	-	-	-

2. Second Draft of the Parts of Plant Unit

a. Try-Out of the Second Draft of the Parts of Plant Unit

The second try-out of Part of Plant unit was conducted on September 24, 2011. In the beginning of the meeting, the teacher started the lesson by saying a prayer and by greeting the students. In the following activity, the teacher showed the slide of part of plant. Since the students already knew the parts the teacher

went straight asking the students about the function of each part. After watching the slide, the students were asked to draw the parts of plant based on the jumbled-description. In this activity, the students looked interested although some of the students needed a longer time to do the activity. In the following activity, the teacher distributed the students an article related to the topic. Then, the students discussed the article. It was about the comparison between plants and human. For this activity, they did well.

Having finished discussion, the students made the good order of jumbled parts of plant given by the teacher. They were put into eight groups. Each group should stick the pictures in the flannel board based on direction from the group's spoke person. In this activity, they also did well. The next activity was snack and ladder activity. The teacher gave them the board for "Snake and Ladder" game. Each group should produce a sentence based on the words in the board. The students looked enjoying the activity although some of them needed longer time to make the sentence.

In the last activity, the teacher distributed couple of card to students. They did an information gap game. First, the students asked the information to the partner about name, countries, and countries' flag color. After getting the information, the students should share with another partner. They did think-pair-share. They did the activity well.

At the end of the teaching and learning process, the teacher asked about the students feeling during second try-out under the topic *Parts of Plant*. Then, the

teacher closed the lesson by asking them to say a prayer together and by saying good-bye. This meeting became more enjoyable for the students.

b. The Evaluation of the Second Draft of the Parts of Plant Unit

The results gained from the students' evaluation were presented in the following table.

Table 20 The Mean of the Students' Evaluation on the Second Draft of Parts of Plant Unit

No	Statements	Mean of Unit	Number of the Respondents	Category
1.	The learning kits are useful in understanding the material.	3.4	32	Very good
2.	The learning kits give me opportunity to speak English.	3.3	32	Very good
3.	The learning kits give me opportunity for practising English with friends.	3.2	32	Good
4.	The activities using learning kits motivate me to learn English more.	3.3	32	Very good
5.	The pictures of the learning kits are clear and interesting.	3.1	32	Good
6.	Authentic material help me to speak English.	3.1	32	Good
7.	The chosen topics are interesting.	3.2	32	Good
8.	The activities using learning kits are not difficult for me.	3.2	32	Good
9.	The activities are graded from simple to difficult.	3.1	32	Good
10.	The learning kits are understandable.	3.2	32	Good
11.	I like game as an activity in the classroom.	3.5	32	Excellent
12.	The activities are varied.	3.1	32	Good
13.	The activities can develop my speaking skill.	3.3	32	Very good
14.	I like the activities using learning kits.	3.4	32	Excellent

From the table above, it can be inferred that the developed learning kits and the activities were more acceptable since the students' agreements scored from 3.1 to 3.5. In the second try-out, the scores increased from the first try-out. However, the students said that they still needed longer time to do snack and ladder. They needed longer time to think. In addition, the researcher summarized the opinions and suggestions from the respondents in the following list.

- a. The respondents suggested that the researcher increased the opportunity for the students to practise making sentences in the snake and ladder game.
- b. The teacher said that the additional guidelines of using the developed material should be given.
- c. The Revision of the Second Draft of Parts of Plant Unit

Based on the respondents' responses and suggestions, the learning kits, activities, and manual book were revised. The results of the observation during the try-out were included in the revision of the second draft.

Table 21 The Revision of the Second Draft of Parts of Plant Unit

Components of the Developed Material	Task	Feedback	Revision
Layout	-	The additional guidelines about using the developed material should be added.	The additional guidelines were added.
Starter	-	-	-

Content Focus	-	-	-
Language Content	Snake and Ladder	The activity needed a longer time.	The time were longer than in the first try-out.
Glossary	-	-	-
Review	-	-	-

3. Second Draft of the Part of Friendship Unit

a. Try-Out of the Second Draft of the Friendship Unit

The second try-out under the topic Friendship was conducted on September 27, 2011. In the beginning of the meeting, the teacher started the lesson by saying a prayer and by greeting the students. In the following activity, the teacher asked about students' feeling. The teacher asked some students to draw their feeling by drawing emoticon, then other students describe their feeling. In this activity, the students looked interested. After that, the teacher asked the students who had the same feeling as shown the slide. Then, the students told why they felt so.

After demonstrating the pictures, the teachers distributed a situational card of particular feeling. The students answered the teacher's question about their feeling based on the card given by the teacher. Then, each couple asked their partner

about the feeling in the card. In the end of the activity, the teacher asked their feelings after doing the activity.

In the following activity, the teacher gave them an article about someone who sends sms to express his or her feeling by sending sms. They then became ready to do “Sending Feeling Sms” activity. They sent a message based on their feeling about someone special by writing. The students looked enjoying the activity. They did this activity well.

The next activity, the teacher distributed couple of cards to students to participate in an information gap game. Each couple asked their partner’s feeling then asked their reason. After getting the information, they did think-pair-share with another student. The next activity was “Pantomime” activity. The students were divided into eight groups. Each group should express the feeling by doing pantomime. Other groups should guess the performing group’s feeling. All of the groups were very creative. They had a lot of fun in doing the activity.

At the end of the teaching and learning process, the teacher asked the student’s feeling. The students said that they were happy and enthusiastic. Then, the teacher closed the lesson by asking them to say a prayer together and by saying good-bye. The class were more successful than before. The students also stated that this is their favorite topic.

b. The Evaluation of the Second Draft of the Friendship Unit

The results gained from the students' evaluation were presented in the following table.

Table 22 The Mean of the Students' Evaluation on the Second Draft of Friendship Unit

No	Statements	Mean of Unit	Number of the Respondents	Category
1.	The learning kits are useful in understanding the material.	3.4	32	Excelent
2.	The learning kits give me opportunity to speak English.	3.4	32	Excelent
3.	The learning kits give me opportunity for practising English with friends.	3.4	32	Excellent
4.	The activities using learning kits motivate me to learn English more.	3.4	32	Excellent
5.	The pictures of the learning kits are clear and interesting.	3.3	32	Very good
6.	Authentic material help me to speak English.	3.1	32	Good
7.	The chosen topics are interesting.	3.3	32	Very good
8.	The activities using learning kits are not difficult for me.	3.3	32	Very good
9.	The activities are graded from simple to difficult.	3.1	32	Good
10.	The learning kits are understandable.	3.3	32	Very good
11.	I like game as an activity in the classroom.	3.5	32	Excellent
12.	The activities are varied.	3.4	32	Excellent
13.	The activities can develop my speaking skill.	3.3	32	Very good
14.	I like the activities using learning kits.	3.4	32	Excellent

From the table above, it can be inferred that the developed learning kits and the activities were more acceptable since the students' agreements scored from 3.1 to 3.5. In the second try-out, the scores increased from the first try-out. However, the pantomime was less effective because the students only expressed the feeling so that it needed some improvement. The improvement was pantomime activity changed into simple role-play.

The researcher summarized the opinions and suggestions from the respondents in the following list.

- a. The students said that they were enjoying the pantomime activity. However, they would enjoy it more if they could do role-play and not merely show their feeling through pantomime were enjoyed by doing simple role-play not only showing the feeling.
- b. The teacher said that the additional information about general procedure of the activities and the kinds of media used should be added.
- c. The Revision of the Second Draft of Friendship Unit

Based on the respondents' responses and suggestions, the learning kits, activities, and manual book were revised. The results of the observation during the try-out were included in the revision of the second draft.

Table 23 The Revision of the Second Draft of Friendship Unit

Components of the Developed Material	Task	Feedback	Revision
Layout	-	The additional guidelines about the developed material should be added.	The additional guidelines were added.
Starter	-	-	-
Content Focus	-	-	-
Language Content	Pantomime	The activity should be changed into a simple role-play.	The activity was changed.
Glossary	-	-	-
Review	-	-	-

4. Second Draft of the Travel Unit

a. Try-Out of the Second Draft of the Travel Unit

The second try-out of *Travel* unit was conducted on September 29, 2011. In the beginning of the meeting, the teacher started the lesson by saying a prayer and greeting the students. In the following activity, the teacher showed miniature of

some transportation means to stimulate student's schemata. Then, the teacher asked the students to draw their favorite transportation. In this activity, the students looked interested.

After showing the miniature of transportation means, the teacher distributed an article to students. Then, the students did the next activity that was discussing the text. The students should compare the modern and traditional transportation in their town. They also discussed their favorite transportation including the reason. For this activity, they did well.

In the following activity, the teacher divided the students into four groups. Then, the teacher gave them an opportunity to give direction in their school. They were ready to do "Give me Direction" activity. They did this activity well.

The last activity, the teacher distributed a simple map to students. They did this activity in a group of four. They did "Where am I" game. Before the students did the activity, the teacher gave an example of making a dialogue to get the information based on the questions given. Then, the teacher repeated the instruction into Indonesian.

At the end of teaching and learning process, the teacher asked whether or not the students felt happy. The students said that they were happy and enthusiastic. Then the teacher closed the lesson by asking them to say a prayer together and by saying good-bye.

b. The Evaluation of the Second Draft of the Travel Unit

The results gained from the students' evaluation were presented in the following table.

Table 24 The Mean of the Students' Evaluation on the Second Draft of Travel Unit

No	Statements	Mean of Unit	Number of the respondents	Category
1.	The learning kits are useful in understanding the material.	3.3	32	Very good
2.	The learning kits give me opportunity to speak English.	3.3	32	Very good
3.	The learning kits give me opportunity for practising English with friends.	3.2	32	Good
4.	The activities using learning kits motivate me to learn more.	3.3	32	Good
5.	The pictures of the learning kits are clear and interesting.	3.2	32	Good
6.	Authentic material help me to speak English.	3.1	32	Good
7.	The chosen topics are interesting.	3.2	32	Good
8.	The activities using learning kits are not difficult for me.	3.2	32	Good
9.	The activities are graded from simple to difficult.	3.1	32	Good
10.	The learning kits are understandable.	3.3	32	Very good
11.	I like game as an activity in the classroom.	3.3	32	Very good
12.	The activities are varied.	3.2	32	Good
13.	The activities can develop my speaking skill.	3.4	32	Excellent
14.	I like the activities using learning kits.	3.5	32	Excellent

From the table above, it can be inferred that the developed materials were more acceptable since the students' agreements scored from 3.1 to 3.5. In the second try-out, the scores increased from the first try-out. However, "Give me direction" was less effective so that it needed some improvement. The researcher gave more time for the students to ask their partner about the areas in the map.

The researcher summarized the opinions and suggestions from the respondents in the following list.

- a. The respondents suggested that the researcher increased the opportunity for the students to practice making sentences in the "Give me direction" activity.
- b. The teacher said that the additional guidelines of using the developed materials should be added.
- c. The Revision of the Second Draft of Travel Unit

Based on the respondents' responses and suggestions, the learning kits, activities, and manual book were revised. The results of the observation during the try-out were included in the revision of the second draft.

Table 25 The Revision of the Second Draft of Travel Unit

Components of the Developed Material	Task	Feedback	Revision
Layout	-	The additional guidelines of using developed material should be added.	The additional guidelines were added.
Starter	-	-	-
Content Focus	Information Gap	-	-
Language Content	Give Me Direction	The activity can use the real map, such as Central Java map.	The real map was used.
Glossary	-	-	-
Review	-	-	-

D. The Results of Interview

The interview with the English teacher and students was also included to evaluate the material. In the interview, the researcher asked about their opinion of the material. It can be seen in the following interview.

R : Bagaimana pelajaran hari ini? Apakah materinya menarik?

R : (How is the lesson? Do you think the material is interesting?).

S : Pelajaran Bahasa Inggris hari ini menyenangkan. Materinya juga sangat menarik.

S : (The lesson today is enjoyable. The materials are interesting).

(Interview Script, Tamina, September 29, 2011)

The information about the activities and their relationship toward learners' needs in doing the tasks can be seen in the following interview.

R : Apakah adik bisa melakukan aktivitas-aktivitasnya? Apakah aktivitasnya menyenangkan?

R : (Can you do the activities? Are the activities enjoyable?)

S : Iya. Saya bisa melakukan aktivitas-aktivitasnya. Aktivitasnya tidak sulit dan menyenangkan. Saya bisa praktik Bahasa Inggris dengan teman-teman.

S : (Yes, I can. I can do the activities. The activities are enjoyable and not difficult. Moreover, I can practice my English with my friends).

(Interview Script, Dastan, September 29, 2011)

The information about the activities and their relationship toward speaking skill development and the variation of the activities can be seen in the following interview.

R : Apakah aktivitas yang ada di kelas bervariasi? Apakah aktivitas tersebut membantu adik dalam berbicara Bahasa Inggris?

R : (Are the activities in the classroom varied? Does the activity help you when you speak English?)

S : Aktivitas di dalam kelas bervariasi. Aktivitas permainan adalah yang paling saya sukai. Aktivitas itu juga membantu saya dalam berbicara Bahasa Inggris.

S : (The activities are varied. The activity that I like very much is game. The activities help me to speak English).

(Interview Script, Salsa, September 29, 2011)

The information about the activities and the learning kits can be seen in the following interview.

R : Apakah aktivitas dengan media membantu adik untuk memahami materi pelajaran Bahasa Inggris?

R : (Does the activity using media help you to understand the material?)

S : Aktivitas dengan media membantu saya untuk memahami materi pelajaran. Karena kartu kartun menarik. Media juga membantu saya untuk mengingat kosa kata.

S : (The activity using media helps me to understand the material. Besides, the media are interesting. The media also help me to memorize the vocabularies).

(Interview Script, Tamina, September 29, 2011)

The information about the activities and their relationship toward opportunity to speak English can be seen in the following interview.

R : Apakah aktivitas dengan media kelas memberikan kesempatan untuk adik berbicara Bahasa Inggris?

R : (Do the activities using the media give you an opportunity to speak English in the classroom?)

S : Aktivitas dengan media memberi saya banyak kesempatan untuk berbicara Bahasa Inggris di dalam kelas, baik berbicara dengan guru maupun dengan teman.

S : (The activities give me a lot of opportunities to speak English with the teacher and my friends).

(Interview Script, Dastan, September 29, 2011)

The information about the activities and their relationship toward motivation can be seen in the following interview.

R : Apakah penggunaan media dalam aktivitas di dalam kelas memotivasi adik untuk belajar Bahasa Inggris?

R : (Does the activity using media motivate you to learn English?)

S : Aktivitas dengan media meningkatkan motivasi saya dalam belajar Bahasa Inggris. Dengan media saya menjadi lebih tertarik untuk belajar Bahasa Inggris.

S : (The activities using the media increase my motivation in learning English. The media makes me more enjoy learning English.)

(Interview Script, Salsa, September 29, 2011)

The information about the topics chosen and their relationship toward activity using learning kits can be seen in the following interview.

R : Apakah topik yang diajarkan menarik? Apakah media dan aktivitas relevan dengan topik tersebut?

R : (Are the topics interesting? Are the activities and the learning kits appropriate with the chosen topics?)

S : Topik yang diajarkan menarik. Media dan aktivitas sesuai dengan topik yang diajarkan. Aktivitas dan media sangat menarik dan menyenangkan.

S : (The topics chosen are interesting. The media and the activities are appropriate with the topics. Moreover, the activities and the media are interesting and enjoyable).

(Interview Script, Tamina, September 29, 2011)

CHAPTER V

CONCLUSION AND SUGGESTION

The study begins with the fact that there is lack of English materials in MTsN Model Kebumen 1. The study is to develop learning kits and the manual book as the media for teaching speaking in grade eight students of MTsN Model Kebumen 1.

A. CONCLUSION

Based on the research question in this study, it is found that the developed learning kits are appropriate for the students of grade VIII of MTsN Model Kebumen 1. The respondents show high agreement to the developed learning kits and activities shown by the score of mean ranging from 3.1 to 3.5.

Besides, this study is also to develop the manual book of using the learning kits. The manual book covers four unit. They are *Animal Life Cycle*, *Parts of Plant*, *Friendship*, and *Transportation*. Each unit consists of lead in, input, content focus, language focus, and activities. The lead in has a function as a warming up to lead the student's schemata in the lesson. It consists of question and activities that are aimed to relate the student's schemata to the lesson. Content focus has the function to make the students to concentrate on the content. It includes activities in the form of matching the pictures with the description or arranging pictures. Language focus provides the students to have enough knowledge of the language

before the students do communicative activities. Communicative activity provides the students to practice the language.

In addition, based on the objectives of the research, the researcher draws three conclusions. Those are the steps conducted in developing learning kits materials, the developed learning kits materials, and the characteristics of the learning kits materials for the grade VIII students of MTsN Model Kebumen 1.

1. The steps conducted in developing the learning kits materials

This study is belong to the Research and Development which consists of several steps, including conducting the needs analysis, writing the course grid, developing the learning kits materials, trying out the learning kits materials, evaluating the learning kits materials, and writing the final draft of the learning kits materials. The researcher used some kinds of instruments, such as questionnaire, interview, fieldnote, and video recording. The first steps of the instrument was questionnaire. The researcher gave the questionnaire twice. The respondents are VIII A students of MTsN Model Kebumen 1. The second instrument was fieldnote. The researcher did observation during try-out. Meanwhile, one of the researcher's friend recorded the try-out. The last instrument was interview. The respondents are students and teacher. It aimed to find their comments about the developed materials and activities during try-out.

2. The developed learning kits materials

The learning kits materials were developed based on the needs analysis. There are four units for the topics developed. Those are *Animal Life Cycle*, *Part of Plant*, *Friendship*, and *Transportation*. The tasks of each unit consist of the components of a good tasks proposed by Nunan namely goal, input, activity, setting, teacher roles, and students roles. In addition, on the basis of findings of the second questionnaire and interview, the research finding shows that the students and the English teacher agreed that the developed learning kits materials are effective for the teaching speaking to the students.

3. The characteristics of the learning kits materials

The explanations of each component of materials are presented as follows:

- a. Related to the goal, the developed materials aimed to find out the effectiveness of learning kits for the teaching speaking. The developed materials also consist of tasks in the form of activities which provide students' opportunities to communicate in English.
- b. The inputs in the materials provide activities and opportunities to use students' existing schemata. The use of pictures, dialogues, flashcards, and games is interesting. They can help the students to perform the tasks. Meanwhile, the learning kits also motivate them to produce the language by stimulating questions.

- c. The materials consist of task in the form of activities, such as matching pictures and the description, arranging pictures, games swap shop, including information gap, games snack and ladder, practising dialogue, acting out a simple dialogue, and so forth. The learning kits helps the teacher and students to do communicative activities. Meanwhile, the learning kiits also helps the students to present each meaning of particular card. The clear instructions in the activities are really helpful for teacher and students in doing the tasks.
- d. Students are given the tasks individually, in pairs, in groups, and in a whole class mode. In individual setting, the students can perform the tasks by themselves. In pairs setting, the students can perform the tasks by their partner. In group setting, the sudents have more opportunities to participate and perform the tasks with more partners. The last, the whole class mode, the students can increase their responsibility to make desicion. Furthermore, a whole class mode can make the students learn how to manage and organize their friends' opinion. The learning kits stimulate the students to ask and respond to questions. It helps them to perform the task in different roles.
- e. The teacher plays a role as a monitor who monitors the students during the trying-out the materials. The teacher is a feedback provider as well as a facilitator for the students. Besides, teacher also measure the effectiveness of developed materials.

- f. The materials give more opportunities for students to be active in the classroom during the trying out the materials. The students are also motivated to do all the tasks.

B. SUGGESTION

The researcher offers suggestions to the following parties.

1. For the English teacher

The result of the study shows that the developed learning kits are useful for students. Therefore, the developed learning kits and activities in this study can be used as supporting materials by the teacher. The teacher can develop similar kinds of materials by analyzing students' needs, interests, and characteristics. The teacher should make the developed materials suitable with students' needs, interests, characteristics, and the current curriculum applied in the school.

2. For other researchers

There are various kinds of materials which consist of various kinds of tasks. Learning kits can be added into the materials as the media for teaching speaking or other skills. Other language practices such as practising dialogues, arranging pictures, doing snake and ladder can also be added into the materials. The other researchers can develop similar material with different tasks. Still, they have to consider students' needs, interests, and characteristics.

3. For the material developers

The developed learning kits in this study are appropriate with the students' needs and characteristics. Material developers may use the results of this study as one of the references in developing instructional materials.

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APPENDICES

APPENDIX

A

COURSE GRID

**DEVELOPING LEARNING KITS FOR TEACHING SPOKEN DESCRIPTIVE TEXT FOR THE EIGHT GRADE STUDENTS OF MTsN MODEL KEBUMEN 1 IN THE
ACADEMIC YEAR 2011/2012**

Topics	Basic Competence	Indicators	Materials	Students' Activities	Teachers' Instructions	Input Texts	Media	Time
UNIT I Animal Life Cycle	1. Speaking 4 Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.	1. Speaking <ul style="list-style-type: none"> Students are able to describe the particular life cycle. Students are able to introduce themselves and other friends and respond to other's introduction. Students are able to use expressions for practising the swap shop activity. Students are able to use expressions for describing animal life cycle in their daily life. 	Language Function <ul style="list-style-type: none"> Describing particular life cycle. Introducing themselves and other friends and responding to other's introduction. Using expression in the swap shop activity. Using expression for describing animal life cycle in their daily life. 	Teacher Directed <ul style="list-style-type: none"> Responding to teacher's greeting. Listening to some examples of expression given by the teacher. Making summary of a life cycle video. Identifying and discussing a passage. Doing swap shop game. 	Teacher Directed <ul style="list-style-type: none"> Greeting the students. Showing an animal life cycle video to arouse the students' interest. Asking the students about the video. Telling the students the expressions to describe an animal life cycle and swap shop activity. 	<ul style="list-style-type: none"> Animal Life Cycles Biological Notes on Mosquitoes Life Cycles of Animals 	<ul style="list-style-type: none"> Story illustration in the form of pictures Video of animal cycles Part of animal life cycle cards Flannel board A set of information gap cards 	2 x35 menit

			<p>Example of the Expressions</p> <ul style="list-style-type: none"> • Hello. • Hi. • Good Morning/ Afternoon, Evening, Night. • How are you? • Fine, thanks. • Thank you. • You're welcome. • What is your name? • What is her name? • The life cycle of butterfly is egg-caterpillar-pupa-adult butterfly. • Nice to meet you. • How do you do? <p>Language Structure Wh Question + be + Pron?(how are you) Wh Question + be + Pron + name? (what is your name?)</p>	<p>➤ Guided Construction</p> <ul style="list-style-type: none"> - Matching the jumbled-pictures in the flannelboard - Matching the pictures with the appropriate description. <p>➤ Independent Construction</p> <ul style="list-style-type: none"> - Making dialog based on the situational cards. - Practising the dialogues in front of the class. 	<p>➤ Guided Construction</p> <ul style="list-style-type: none"> - Grouping the students into eight groups. - Explaining the rules of doing the task. - Giving the examples of doing the task. - Asking the students to do the task. - Asking the students to choose an appropriate description for the given card. - Asking the students to describe the particular animal life cycle. <p>➤ Independent Construction</p> <ul style="list-style-type: none"> - Distributing information gap cards - Asking the students to work in pairs - Giving an example of practising the cards. - Asking the students to share the information to another partner. - Asking the students to perform in front of the class. - Giving comments such as <i>Well done, Very Good, Great, Good Job</i>, etc. . - Asking students' opinion about the activities. - Closing the lesson and greeting. 			
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			Glossary Hello, Hi, good, morning, afternoon, evening, night, how, are, you, Fine, thanks, name, her, his, your, egg, caterpillar, puppa, butterfly, chicken, etc.					
UNIT 2 Parts of Plant	1. Speaking 3 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.	1. Speaking <ul style="list-style-type: none"> • Students are able to describe the plants and each part of the plant. • Students are able to use expressions for comparing parts of plant. • Students are able to use expressions in the snake and ladder game. • Students are able to introduce and respond to someone based on the information given. • Students are able to use expressions for describing parts of plant in their daily life. 	Language Function <ul style="list-style-type: none"> • Describing certain part of plant and whole parts of plant. • Comparing parts of plants. • Using expressions in the snake and ladder game. • Introducing and responding to themselves and other friends introduction. • Describing parts of plant in their daily life. 	➤ Teacher Directed <ul style="list-style-type: none"> - Responding to teacher's greeting. - Listening to some examples of expression given by the teacher. - Identifying the part of plant in the power point slide then drawing it. - Responding to teacher's questions related to power point slide. 	➤ Teacher Directed <ul style="list-style-type: none"> - Greeting the students. - Showing power point slide of part of plant to arouse the students interest. - Asking the students about the slide. - Telling the students the expressions to describe the part of plant. 	<ul style="list-style-type: none"> • Plants Part • Anatomy of a Flower 	<ul style="list-style-type: none"> • Story illustration in the form of pictures • Part of plants cards • Full parts of plant • National emblem cards • Flannel board • A set of information gap cards 	2 x35 menit (1 meeting)

			<p>Example of the Expressions</p> <ul style="list-style-type: none"> • Good Morning/ Afternoon, Evening, Night.. • What is your name? • What is her name? • Where do you come from? • This is a leave. • That is a root. <p>Language Structure Wh Question + be + Pron + name? (What is your name?) Wh question + be + pron + come from? (where do you come from?)</p> <p>Glossary Hello, Hi, good, morning, afternoon, evening, night, how, are, you, Fine, thanks, name, her, his, you, come from, branch, fruit, flower, root, leaf, stem, etc.</p>	<p>➤ Guided Construction</p> <ul style="list-style-type: none"> - Matching the jumbled-pictures in the flannelboard - Doing snake and ladder game. <p>Independent Construction</p> <ul style="list-style-type: none"> - Making dialog based on the situational cards. 	<p>➤ Guided Construction</p> <ul style="list-style-type: none"> - Grouping the students into eight groups. - Explaining the rules of doing the task. - Giving the examples of doing the task. - Asking the students to do the task. - Grouping the students into eight groups. - Giving the rules of the game. - Asking the students to make a sentence based on the word chosen. <p>Independent Construction</p> <ul style="list-style-type: none"> - Distributing information gap cards - Asking the students to work in pairs - Giving an example of practising the cards. - Asking the students to share the information to another partner. - Asking the students to perform in front of the class. - Giving comments such as <i>Well done, Very Good, Great, Good Job</i>, etc. . - Asking students' opinion about the activities. - Closing the lesson and greeting. 			
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<p>UNIT 3</p> <p>Friendship</p>	<p>1. Speaking</p> <p>3 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.</p>	<p>2. Speaking</p> <ul style="list-style-type: none"> • Students are able to describe someone's feeling. • Students are able to describe someone's feeling in a particular activity. • Students are able to use expressions for describing someone's feeling, in the form of a short message. • Students are able to use expressions in information gap activity. • Students are able to use expressions for describing someone's feeling in their daily life. 	<p>Language Function</p> <ul style="list-style-type: none"> • Describing someone's feeling. • Describing someone's feeling in a particular activity. • Describing someone's feeling by writing a short message. • Using expression in information gap activity. • Describing someone's feeling in their daily life. <p>Example of the Expressions</p> <ul style="list-style-type: none"> • Hello. • Hi. • Good Morning/ Afternoon, Evening, Night. • What do you feel? • Are you sad? • Are you sad because your best 	<p>➤ Teacher Directed</p> <ul style="list-style-type: none"> - Responding to teacher's greeting. - Listening to some examples of expressions given by the teacher. <p>➤ Guided Construction</p> <ul style="list-style-type: none"> - Describing someone's feeling based on given situation - Describing students' 	<p>➤ Teacher Directed</p> <ul style="list-style-type: none"> - Greeting the students. - Showing some emoticons in the slide of PP to arouse the student's interest. - Asking the students about feeling in the slide of PP. - Telling the students the expressions to describe certain feeling. <p>➤ Guided Construction</p> <ul style="list-style-type: none"> - Asking the students to do the task in pairs. - Explaining the rules of doing the task. - Giving the example of doing the task. - Asking the students to present their task. - Asking the students to choose an appropriate situation. - Asking the students to describe their 	<ul style="list-style-type: none"> • How to express difficult feeling. 	<ul style="list-style-type: none"> • What do you feel passage • emotion cards • Situational cards • Flannel board • A set of information gap cards 	<p>2x35 minutes (1 meeting)</p>
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			<p>friend is moving to another city?</p> <ul style="list-style-type: none"> • Yes, I am. • No, I am not. 	<p>feeling by sending a message.</p>	<p>feeling.</p> <ul style="list-style-type: none"> - Asking the students to present their task. 			
			<p>Language Structure Wh Question + be + Pron + feel? To be Question + be + certain feeling? To be Question + be + certain feeling</p>	<p>➤ Independent Construction</p> <ul style="list-style-type: none"> - Making dialog based on the situational cards. - Practising the dialogues in front of the class. 	<p>➤ Independent Construction</p> <ul style="list-style-type: none"> - Distributing information gap cards - Asking the students to work in pairs - Giving an example of practising the cards. - Asking the students to share the information to another partner. - Asking the students to perform in front of the class. - Giving comments such as Well done, Very Good, Great, Good Job, etc. - Asking students' opinion about the activities. - Closing the lesson and greeting. 			
			<p>Glossary Hello, Hi, good, morning, afternoon, evening, night, how, are, you, Fine, you, what, do, feel, sad, happy, are, proud, confused, angry, etc.</p>					
<p>UNIT 4 Travel</p>	<p>1. Speaking 3 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.</p>	<p>1. Speaking</p> <ul style="list-style-type: none"> • Students are able to describe kinds of transportation. • Students are able to identify modern from traditional transportation 	<p>Language Function</p> <ul style="list-style-type: none"> • Describing kinds of transportation. • Describing some differences between modern and traditional 	<p>➤ Teacher Directed</p> <ul style="list-style-type: none"> - Responding to teacher's greeting. - Listening to some example of expressions given by the teacher. 	<p>➤ Teacher Directed</p> <ul style="list-style-type: none"> - Greeting the students. - Showing transportation cards to arouse the students' interest into the topic. - Asking the students about the cards. - Giving an article under the topic modern and traditional transportation. - Telling the students the expressions 	<ul style="list-style-type: none"> • Traditional and modern transport in Jakarta. • Transportation in Indonesia. 	<ul style="list-style-type: none"> • Story illustration • transportation cards • Flannel board • Simple map cards • A set of 	<p>2x35 minutes (1 meeting)</p>

		based on the provided classification. • Students are able to describe the direction to go to certain place. • Students are able to use expressions for describing specific direction using particular transportation.	transportation. • Asking and giving direction. • Using expressions for describing specific direction using particular transportation.	- Differentiating traditional and modern transportation.	to differentiate traditional and modern transportation.		informati- on gap cards	
			Example of the Expressions • Good Morning/ Afternoon, Evening, Night. • It is a bus. • What is it? • How do I get there? Language Structure Wh Question + be + it? Wh Question + be + transportation + should + pron + take?	➤ Guided Construction - Discussing the passage of traditional and modern transportation. ➤ Independent Construction - Making a dialog based on the situational map. - Practising the dialogues in front of the class.	➤ Guided Construction - Grouping the students into eight groups. - Explaining the rules of doing the task. - Asking the students to do the task. ➤ Independent Construction - Distributing information gap cards - Asking the students to work in a group of four. - Giving an example using the map by asking and giving information. - Asking the students to share the information to another partner. - Asking the students to perform the dialogues in front of the class. - Giving comments such as <i>Well done, Very Good, Great, Good Job</i> , etc. . - Asking students' opinion about the activities.			

					- Closing the lesson and greeting.			
			Keywords Hello, Hi, good, morning, afternoon, evening, night, how, are, you, take, bus, airplane, boat, etc.					

APPENDIX

B

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan :	MTsN Model Kebumen 1
Kelas/semester :	VIII/1
Mata Pelajaran :	Bahasa Inggris
Jenis Teks :	<i>Descriptive</i>
Keterampilan :	Berbicara (<i>Speaking</i>)
Alokasi Waktu :	2 x 35 menit (1 kali pertemuan)

A. STANDAR KOMPETENSI

Berbicara

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Berbicara

- 4.2 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran Peserta didik dapat:

- 4.2.1 Melakukan interaksi komunikatif dalam bentuk percakapan transaksional dan interpersonal dengan cara mengungkapkan makna dalam tindak tutur:
 1. mendeskripsikan siklus kehidupan pada hewan;
 2. mendeskripsikan setiap step pada siklus metamorfosis hewan;
 3. memperkenalkan diri sendiri dan orang lain dengan sopan;
 4. merespon secara interpersonal.
- 4.2.1 Mendeskripsikan siklus kehidupan pada hewan, mendeskripsikan setiap step pada siklus metamorfosis hewan, memperkenalkan diri sendiri dan orang dan merespon secara interpersonal dalam percakapan tentang pengenalan diri dan pengenalan hewan piaraan beserta metamorfosisnya.

D. MATERI PEMBELAJARAN

Describing the metamorphosis of the animal

- Butterfly's cycle of life
egg → caterpillar → pupa → butterfly
- Frog's cycle of life
egg → tadpole → tadpole with legs → tadpole with legs and arms → mature frog
with tail → adult frog without tail

Describing the cycle of life

- Chicken, snake, bird, fish, frog, butterfly : lays egg
- Cow, buffalo, cat, rabbit, deer, kangaroo : whelped/foal

Introducing each others

- My name is....
- What is your name?
- What is her/his name?
- Do you have pet?
- How many pets do you have?

Responding interpersonally

- Really?
- Do you?
- Are you joking?

E. METODE PEMBELAJARAN

1. Teacher Directed

1. Building the field and lead the students' schemata
2. Introducing the input
3. Introducing the social function of the descriptive text
4. Modeling a spoken task

2. Guided Construction

Working in groups/pairs to:

1. identify a video related to the animal life cycle
2. describe the jumbled-pictures in the flannel board

3. describe the definition of certain cycle based on the matching the cards activity
4. present their spoken descriptive text by doing swap shop

3. Independent Construction

1. Work in pairs to express and respond to a range of spoken transactional and interpersonal texts (information gap)
2. Work in individual to express and respond to a range of spoken transactional and interpersonal texts (think-pair-share)

F. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan

- a. Salam.
- b. Mengulang pelajaran di pertemuan sebelumnya.
- c. Menyiapkan kondisi peserta didik dan kelas.
- d. Elisitasi seputar kegiatan yang telah dilakukan.
- e. Menghubungkan materi yang akan diajarkan dengan materi yang telah diajarkan sebelumnya (Activating students' prior knowledge).
- f. Menyampaikan tujuan pembelajaran dan cakupan materi.

2. Kegiatan Inti

a. Teacher Directed

- 1) Last stand game (Seluruh Peserta didik berdiri untuk berkompetisi menebak makna kata dengan gambar yang disediakan oleh guru yang berkaitan dengan *the cycle of life*, Peserta didik yang dapat menebak dengan tepat diperbolehkan duduk kembali) (Task One).
- 2) Peserta didik menjodohkan gambar step metamorphosis hewan dan kartu kata tentang metamorfosis yang ditempelkan secara acak dipapan tulis (Task Two).
- 3) Peserta didik berlatih mengucapkan kata-kata tersebut dengan menirukan ucapan guru.
- 4) Peserta didik menirukan percakapan yang diucapkan oleh guru (Task Three).
- 5) Peserta didik bekerja sama untuk mengidentifikasi tindak tutur yang terdapat dalam sebuah dialog dengan bantuan guru (Task Four).
- 6) Peserta didik mendengarkan dan menirukan contoh percakapan yang melibatkan tindak tutur mendeskripsikan siklus metamorfosis hewan, memperkenalkan diri sendiri dan orang lain, dan merespon secara interpersonal (Task Five).

b. Guided Construction

- 1) Peserta didik bekerja berpasangan untuk melakukan percakapan berdasarkan gambar hewan piaraan yang dimiliki dengan melibatkan tindak tutur

memperkenalkan diri sendiri dan orang lain serta merespon secara interpersonal (Task Six).

- 2) Peserta didik bekerja dalam kelompok 4 orang untuk melakukan curah pendapat tentang siklus hewan yang sudah terganggu akibat perubahan iklim yang disebabkan oleh manusia (Task Seven).

c. Independent Construction

- 1) Peserta didik secara berpasangan menyiapkan sebuah dialog yang melibatkan tindak tutur memperkenalkan diri sendiri dan orang lain serta merespon secara interpersonal dan merespon secara interpersonal (Task Eight).
- 2) Peserta didik secara berpasangan melakukan role-play berdasarkan dialog yang telah disusun.
- 3) Peserta didik secara individual mengungkapkan pendapatnya tentang hubungan antara siklus metamorfosis dengan perubahan iklim yang terjadi di bumi (Task Nine).

3. Kegiatan Penutup

- a. Guru dan Peserta didik membuat simpulan pelajaran.
- b. Guru dan Peserta didik melakukan refleksi sederhana terhadap kegiatan yang telah dilaksanakan.
- c. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- d. Guru memberikan penugasan untuk menuliskan pendapatnya tentang siklus hewan yang sudah tidak alami lagi.
- e. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. SUMBER BELAJAR

1. SI dan SKL
2. Buku Teks BSE - SCAFFOLDING, (2008), Pusat Perbukuan Depdiknas
3. English on Sky, (2004), Penerbit Erlangga.
4. Real Time (2007), Penerbit Erlangga.
5. Realia
6. Gambar-gambar yang relevan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	:	MTsN Model Kebumen 1
Kelas/semester	:	VIII/1
Mata Pelajaran	:	Bahasa Inggris
Jenis Teks	:	<i>Descriptive</i>
Keterampilan	:	Berbicara (<i>Speaking</i>)
Alokasi Waktu	:	2 x 35 menit (1 kali pertemuan)

A. STANDAR KOMPETENSI

Berbicara

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Berbicara

- 4.2 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

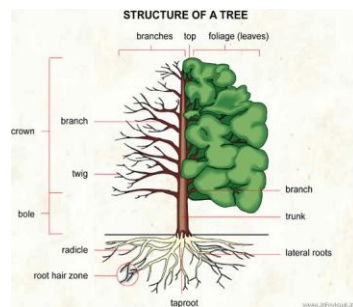
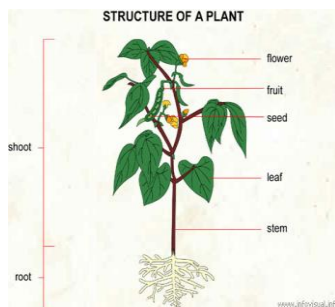
C. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran Peserta didik dapat:

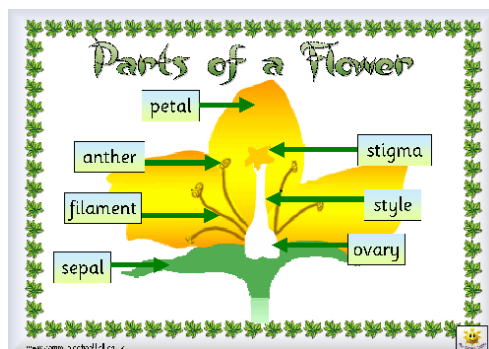
- 4.2.2 Melakukan interaksi komunikatif dalam bentuk percakapan transaksional dan interpersonal dengan cara mengungkapkan makna dalam tindak tutur:
 5. mendeskripsikan bagian-bagian dari tanaman;
 6. mendeskripsikan perbedaan dari tanaman dan manusia;
 7. memperkenalkan diri sendiri dan orang lain dengan sopan berdasarkan *national emblem* yang tersedia;
 8. merespon secara interpersonal.
- 4.2.2 Mendeskripsikan bagian-bagian dari tanaman, mendeskripsikan perbedaan antara tanaman dan manusia, memperkenalkan diri sendiri dan orang lain berdasarkan *national emblem* yang tersedia dan merespon secara interpersonal dalam percakapan tentang pengenalan diri berdasarkan *national emblem*.

D. MATERI PEMBELAJARAN

Describing the parts of plants



Describing the parts of flowers



Introducing each others based on the national emblem

- My name is....
- What is your/her/his name?
- Where do you come from?
- Does your country have national emblem? What is it?



Responding interpersonally

- Really?
- Do you?
- Are you joking?

E. METODE PEMBELAJARAN

1. Teacher Directed

1. Building the students' schemata
2. Introducing the input
3. Introducing the social function of the descriptive text
4. Modeling a spoken task

2. Guided Construction

Working in groups/pairs to:

1. identify a power point slide of part of plant
2. describe a pictures drawn by a partner
3. present student's opinion related to given passsage
4. describe a jumbled- part of plant pictures

3. Independent Construction

1. Work in pairs to express and respond to a range of spoken transactional and interpersonal texts (information gap)
2. Work in individual to express and respond to a range of spoken transactional and interpersonal texts (snake and ladder)

F. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan

- a. Greeting.
- b. Calling the roll.
- c. Menyiapkan kondisi peserta didik dan kelas.
- d. Elisitasi seputar kegiatan yang telah dilakukan.
- e. Menghubungkan materi yang akan diajarkan dengan materi yang telah diajarkan sebelumnya (Activating students' prior knowledge).
- f. Menyampaikan tujuan pembelajaran dan cakupan materi.

2. Kegiatan Inti

a. Teacher Directed

- 1) Last stand game (Seluruh Peserta didik berdiri untuk berkompetisi menebak makna kata dengan gambar yang disediakan oleh guru yang berkaitan dengan *part of plant*, Peserta didik yang dapat menebak dengan tepat diperbolehkan duduk kembali) (Task One).
- 2) Peserta didik memberikan instruksi kepada temannya untuk menggambar bagian-bagian tanaman(Task Two).
- 3) Peserta didik berlatih mengucapkan kata-kata tersebut dengan menirukan ucapan guru.
- 4) Peserta didik menirukan percakapan yang diucapkan oleh guru (Task Three).

- 5) Peserta didik bekerja sama untuk mengidentifikasi tindak tutur yang terdapat dalam sebuah dialog dengan bantuan guru (Task Four).
- 6) Peserta didik mendengarkan dan menirukan contoh percakapan yang melibatkan tindak tutur mendeskripsikan bagian dari tanaman dan merespon secara interpersonal (Task Five).

b. Guided Construction

- 1) Peserta didik bekerja berpasangan untuk mengomentari slide *power point* tentang bagian-bagian tanaman yang dimiliki dengan melibatkan tindak tutur memperkenalkan diri sendiri dan orang lain serta merespon secara interpersonal (Task Six).
- 2) Peserta didik bekerja dalam kelompok 4 orang untuk melakukan curah pendapat tentang klasifikasi bunga berdasarkan warna dan bagian-bagiannya (Task Seven).

c. Independent Construction

- 1) Peserta didik secara berpasangan menyiapkan sebuah dialog yang melibatkan tindak tutur memperkenalkan diri sendiri dan orang lain serta merespon secara interpersonal dan merespon secara interpersonal dengan *national emblem* yang ada (Task Eight).
- 2) Peserta didik secara berpasangan melakukan role-play berdasarkan dialog yang telah disusun.
- 3) Peserta didik secara kelompok membuat kalimat dari kata yang didapat di *ladder and snake* (Task Nine)
- 4) Peserta didik secara individual mengungkapkan pendapatnya tentang tanaman yang di sekolah dan bagian-bagian yang ada di pohon tersebut (Task Ten).

3. Kegiatan Penutup

- a. Guru dan Peserta didik membuat simpulan pelajaran.
- b. Guru dan Peserta didik melakukan refleksi sederhana terhadap kegiatan yang telah dilaksanakan.
- c. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- d. Guru memberikan penugasan untuk menuliskan pendapatnya tentang bagian-bagian tanaman yang ada di rumah peserta didik.
- e. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. SUMBER BELAJAR

1. SI dan SKL
2. Buku Teks BSE - SCAFFOLDING, (2008), Pusat Perbukuan Depdiknas
3. English on Sky, (2004), Penerbit Erlangga.
4. Real Time (2007), Penerbit Erlangga.
5. Artifacts dan Realia
6. Gambar-gambar yang relevan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	:	MTsN Model Kebumen 1
Kelas/semester	:	VIII/1
Mata Pelajaran	:	Bahasa Inggris
Jenis Teks	:	<i>Descriptive</i>
Keterampilan	:	Berbicara (<i>Speaking</i>)
Alokasi Waktu	:	2 x 35 menit (1 kali pertemuan)

A. STANDAR KOMPETENSI

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Berbicara

- 4.2 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran Peserta didik dapat:

- 4.2.3 Melakukan interaksi komunikatif dalam bentuk percakapan transaksional dan interpersonal dengan cara mengungkapkan makna dalam tindak tutur:
 1. mendeskripsikan perasaan yang sedang dirasakan murid dan orang lain;
 2. mendeskripsikan perasaan dengan menulis sms;
 3. mendeskripsikan perasaan orang lain dengan sopan alasan yang tersedia;
 4. merespon secara interpersonal.
- 4.2.3 Mendeskripsikan perasaan murid berdasarkan kartu, mendeskripsikan perasaan dengan menulis sms, dan merespon secara interpersonal perasaan orang lain berdasarkan alasan yang tersedia.

D. MATERI PEMBELAJARAN

Describing someone's feeling



Describing someone's feeling based on certain situation

Your little brother went to market at 9 a. m.

He would buy some books.

Now at 4 p.m., he does not go home, yet.

What do you feel?

Describing someone's feeling based on given reason

- What do you feel?
- Are you sad?
- Are you sad because your best friend is moving to another city?



Expression:

S1: Are you sad (upset, depressed)?

S2: Yes, I am. (Or: No, I'm not.)

S1: Are you sad because your best friend is moving to another city?

S2: Yes, I am. (Or: No, I'm not.)

Describing someone's feeling by sending sms

Dear santi,

*I want to share my story for you.
Two days ago, my grandmother dead. I am very sad.
I love and miss her so much.*

Siska

Responding interpersonally

- Really?
- Do you?
- Are you joking?

E. METODE PEMBELAJARAN

1. Teacher Directed

1. Building the students' schemata
2. Introducing the input
3. Introducing the social function of the descriptive text
4. Modeling a spoken task

2. Guided Construction

Working in groups/pairs to:

1. guessing someone's feelings based on given pictures
2. describe an unforgettable story and their feelings
3. describe someone's feelings based on given situation
4. perform student's opinion related to given passage

3. Independent Construction

1. Work in pairs to express and respond to a range of spoken transactional and interpersonal texts (information gap)
2. Work in group to express and respond to a range of spoken transactional and interpersonal texts (pantomime)

F. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan

- a. Greeting.
- b. Calling the roll.
- c. Menyiapkan kondisi peserta didik dan kelas.
- d. Elisitasi seputar kegiatan yang telah dilakukan.
- e. Menghubungkan materi yang akan diajarkan dengan materi yang telah diajarkan sebelumnya (Activating students' prior knowledge).
- f. Menyampaikan tujuan pembelajaran dan cakupan materi.

2. Kegiatan Inti

a. Teacher Directed

- 1) Last stand game (Seluruh Peserta didik berdiri untuk berkompetisi menebak perasaan dengan gambar yang disediakan oleh guru yang berkaitan dengan *someone's feelings*, Peserta didik yang dapat menebak dengan tepat diperbolehkan duduk kembali) (Task One).
- 2) Peserta didik bertanya kepada temannya tentang perasaannya (Task Two).
- 3) Peserta didik berlatih mengucapkan kata-kata tersebut dengan menirukan ucapan guru.
- 4) Peserta didik menirukan percakapan yang diucapkan oleh guru (Task Three).
- 5) Peserta didik bekerja sama untuk mengidentifikasi tindak tutur yang terdapat dalam sebuah dialog dengan bantuan guru (Task Four).
- 6) Peserta didik mendengarkan dan menirukan contoh percakapan yang melibatkan tindak tutur mendeskripsikan perasaan seseorang, menanyakan perasaan orang lain, dan merespon secara interpersonal (Task Five)..

b. Guided Construction

- 1) Peserta didik bekerja berpasangan untuk mendeskripsikan perasaan mereka dengan menulis sms (Task Six).
- 2) Peserta didik bekerja dalam kelompok 4 orang untuk mendeskripsikan perasaan seseorang berdasarkan kartu situasi (Task Seven).

c. Independent Construction

- 1) Peserta didik secara berpasangan menyiapkan sebuah dialog yang melibatkan tindak tutur menanyakan perasaan orang lain serta merespon secara interpersonal dan merespon secara interpersonal dengan alasan yang ada(Task Eight).
- 2) Peserta didik secara berpasangan melakukan role-play berdasarkan dialog yang telah disusun.
- 3) Peserta didik secara kelompok mendemonstrasikan sebuah perasaan dengan berekspresi tanpa bicara atau pantomim (Task Nine)

3. Kegiatan Penutup

- a. Guru dan Peserta didik membuat simpulan pelajaran.
- b. Guru dan Peserta didik melakukan refleksi sederhana terhadap kegiatan yang telah dilaksanakan.
- c. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- d. Guru memberikan penugasan untuk menuliskan pendapatnya tentang bagian-bagian tanaman yang ada di rumah peserta didik.
- e. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. SUMBER BELAJAR

1. SI dan SKL
2. Buku Teks BSE - SCAFFOLDING, (2008), Pusat Perbukuan Depdiknas
3. English on Sky, (2004), Penerbit Erlangga.
4. Real Time (2007), Penerbit Erlangga.
5. Artifacts dan Realia
6. Gambar-gambar yang relevan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	:	MTsN Model Kebumen 1
Kelas/semester	:	VIII/1
Mata Pelajaran	:	Bahasa Inggris
Jenis Teks	:	<i>Descriptive</i>
Keterampilan	:	Berbicara (<i>Speaking</i>)
Alokasi Waktu	:	2 x 35 menit (1 kali pertemuan)

A. STANDAR KOMPETENSI

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Berbicara

- 4.2 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran Peserta didik dapat:

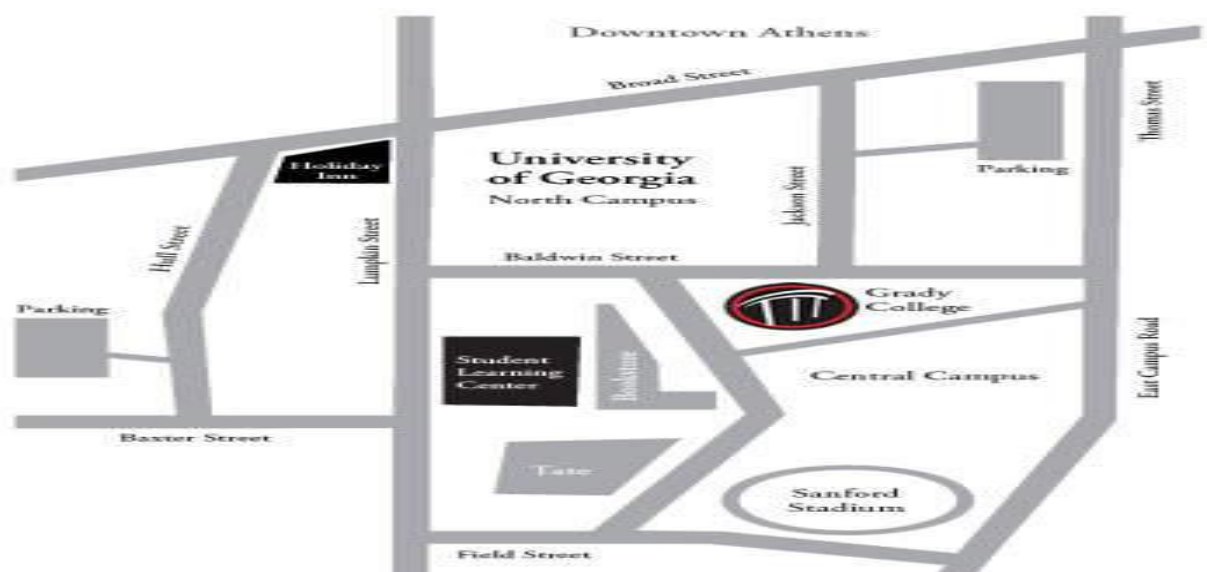
- 4.2.4 Melakukan interaksi komunikatif dalam bentuk percakapan transaksional dan interpersonal dengan cara mengungkapkan makna dalam tindak tutur:
 1. Mengidentifikasi macam-macam transportasi tradisional dan modern;
 2. mendeskripsikan transportasi untuk pergi ke area tertentu;
 3. mendeskripsikan rute dan transportasi ke suatu tempat dengan sopan kepada orang lain;
 4. merespon secara interpersonal.
- 4.2.4 Mengidentifikasi macam-macam transportasi tradisional dan modern, mendeskripsikan macam-macam transportasi ke suatu tempat, dan merespon secara interpersonal jenis transportasi ke suatu tempat.

D. MATERI PEMBELAJARAN

Identifying kinds of transportation

Vehicle	Traditional	Modern
Bus		
Airplane		
Pedicab		
Bajaj		
Motorcycle		
Bycycle		
Andong		
Train		
Ship		
Taxi		

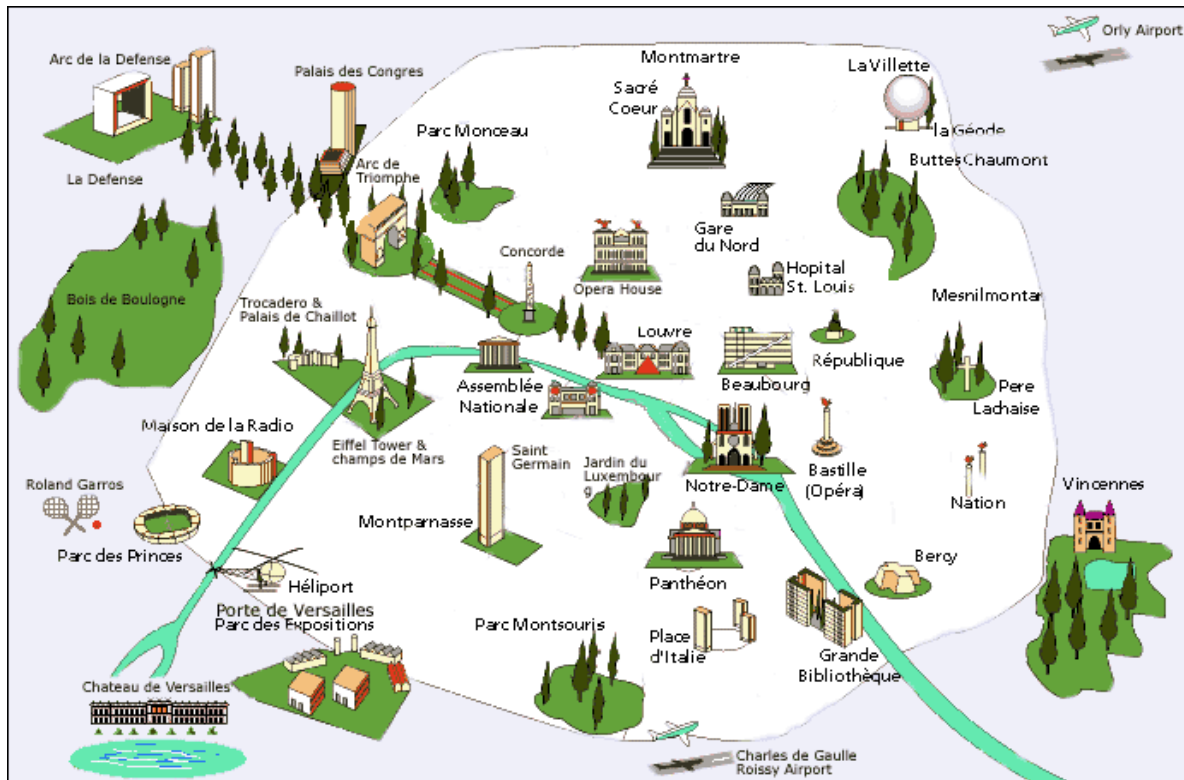
Describing kinds of transportation to go to a particular place



Describing a simple map based on the questions

Questions:

- 1) Where am I? (Bastille Opera)
- 2) Where is La Defense? (Near what building)
- 3) Is it far/near from here?
- 4) How do I get there?



Expressions:

(i)

A Excuse me. Can you tell me where South Street is, please?

B Take the second on the left and then ask again.

A Is it far?

B No, it's only about five minutes' walk.

A Many thanks.

B Not at all.

(ii)

Excuse me, please. Could you tell me the way to the station?

Turn round and turn left at the traffic-lights.

Will it take me long to get there?

No, it's no distance at all.

Thank you.

That's OK.

Responding interpersonally

- Really?
- Do you?
- Is it far?

E. METODE PEMBELAJARAN

1. Teacher Directed

1. Building the students' schemata
2. Introducing the input
3. Introducing the social function of the descriptive text
4. Modeling a spoken task

2. Guided Construction

Working in groups/pairs to:

1. identify modern and traditional transportation
2. describe kinds of transportation to go to a particular area
3. describe someone's based on given situation
4. present student's opinion related to given passage

3. Independent Construction

1. Work in pairs to express and respond to a range of spoken transactional and interpersonal texts (information gap)
2. Work in group to express and respond to a range of spoken transactional and interpersonal texts (responding questions)

F. KEGIATAN PEMBELAJARAN

4. Kegiatan Pendahuluan

- a. Greeting.
- b. Calling the roll.
- c. Menyiapkan kondisi peserta didik dan kelas.
- d. Elisitasi seputar kegiatan yang telah dilakukan.
- e. Menghubungkan materi yang akan diajarkan dengan materi yang telah diajarkan sebelumnya (Activating students' background knowledge).
- f. Menyampaikan tujuan pembelajaran dan cakupan materi.

5. Kegiatan Inti

a. Teacher Directed

- 1) Guessing game (Peserta didik berkompetisi menebak nama-nama transportasi dari miniatur transportasi dan gambar transportasi) (Task One).
- 2) Peserta didik bertanya kepada temannya tentang transportasi yang pernah mereka pakai (Task Two).
- 3) Peserta didik berlatih mengucapkan nama-nama transportasi dan cara bertanya kepada teman tersebut dengan menirukan ucapan guru.
- 4) Peserta didik menirukan percakapan yang diucapkan oleh guru (Task Three).
- 5) Peserta didik bekerja sama untuk mengidentifikasi tindak tutur yang terdapat dalam sebuah dialog dengan bantuan guru (Task Four).

b. Guided Construction

- 1) Peserta didik mendengarkan dan menirukan contoh percakapan yang melibatkan tindak tutur mendeskripsikan jenis transportasi ke suatu area tertentu, dan merespon secara interpersonal (Task Five).
- 2) Peserta didik bekerja dalam kelompok 2 orang untuk menggambar sebuah peta simple dari rumah peserta didik sampai sekolah beserta alternatif transportasi yang ada. (Task Six)

c. Independent Construction

- 1) Peserta didik secara berpasangan menjawab beberapa pertanyaan dari sebuah peta yang melibatkan tindak tutur menanyakan jenis transportasi dan jarak serta merespon secara interpersonal dan merespon secara interpersonal dengan situasi yang ada. (Task Seven).
- 2) Peserta didik dalam kelompok secara bergantian melakukan role-play berdasarkan pertanyaan yang sudah dijawab. (Task Eight)

6. Kegiatan Penutup

- a. Guru dan Peserta didik membuat simpulan pelajaran.
- b. Guru dan Peserta didik melakukan refleksi sederhana terhadap kegiatan yang telah dilaksanakan.
- c. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- d. Guru memberikan penugasan untuk menuliskan pendapatnya tentang bagian-bagian tanaman yang ada di rumah peserta didik.
- e. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. SUMBER BELAJAR

1. SI dan SKL
2. Buku Teks BSE - SCAFFOLDING, (2008), Pusat Perbukuan Depdiknas
3. English on Sky, (2004), Penerbit Erlangga.
4. Real Time (2007), Penerbit Erlangga.
5. Artifacts dan Realia
6. Gambar-gambar yang relevan

APPENDIX

C

**TABLE OF
OBSERVATION AND
INTERVIEW GUIDES**

1a. Observation Guide in the English Teaching and Learning Process at Grade VIII A of MTsN Model Kebumen 1 in the Academic Year of 2011/2012

No.	Variables	Indicators	Number of Item
1.	Physical Environment	<ul style="list-style-type: none"> - The location of the school - The physical condition of the classroom - The location of the classroom 	1 2 3
2.	Media and Facilities	<ul style="list-style-type: none"> - Facilities available in the school - Media available in the school - The uses of media in the teaching and learning process 	4 5 6
3.	The English Teaching and Learning Process	<ul style="list-style-type: none"> a. Teaching Material <ul style="list-style-type: none"> - The material used by the teacher - The syllabus and lesson plan - The English course book b. Teaching Techniques <ul style="list-style-type: none"> - The technique used by the teacher in English generally - The teacher used by the teacher in speaking learning process - The classroom activities c. Time Management <ul style="list-style-type: none"> - The teacher starts the class - The teacher presents the material - The teacher gives exercises to the students d. Students' Acceptance <ul style="list-style-type: none"> - Understand about the topic learnt - Mastered the topic - Actively participate the classroom activities 	7 8 9 10 11 12 13 14 15 16 17 18
4.	Students' Behavior	<ul style="list-style-type: none"> a. Students' Response <ul style="list-style-type: none"> - Response to the teacher's greeting - Response to the teacher's instruction 	19 20

		- Pay attention to the lesson	21
		b. Students' Positive Emotion	
		- Show enthusiasm during the lesson	22
		- Interest with learning activities	23
		c. Students' habit	24
		- Make some noise in the class	25
		- Do the task given by the teacher	
	Total		25

1b. Observation Guide of Developing Cartoon Flashcards as Media in Teaching Spoken Descriptive Text for the VIII Grade Students of Junior High School in the Academic Year of 2011/2012

No.	Variables	Indicators	Number of Item
1.	The Classroom Management	- Grouping the students during the game implementation	1
		- The indoor and outdoor classroom activities	2
2.	The Presentation of the Learning Material	- The presentation of the learning material	3
		- The learning material presented to the class	4
		- The students' responses during the presentation	5
3.	The Use of Communicative Games in Speaking Learning Process	- Attract the students' attention	6
		- The implementation of the games	7
		- The students' involvement and responses in playing the games	8
		- The students' efforts to do the task of the game	9
		- Monitoring students' activity and students' works	11
		- The teacher's ability to handle the students' disruptive behavior	12

4.	The Use of Classroom English in Teaching Learning Process	- The classroom English used by the teacher	13
		- The implementation of classroom English	14
		- The students' responses to teacher greeting, questions, instructions, and leave taking	15
5.	Utilization of Media in the Teaching and Learning	- Kinds of media used in the teaching learning process	16
		- The use of media in the teaching and learning process	17
		- The effects of media used in the teaching learning process	18
	Total		18

2a. Observation Guide in the English Teaching and Learning Process at Grade VIII A of MTsN Model Kebumen 1 in the Academic Year of 2011/2012

No.	Variables	Indicators	Number of Item
1.	English Teacher Background	- Educational background	1
		- Periods of teaching English in the school	2
		- Teaching experiences	3
2.	English Teaching and Learning Process	a. Teaching material	
		- The syllabus and lesson plan	4
		- The English course book	5
		b. Teaching techniques	
		- Techniques used in English teaching	6
		- Classroom activities in English teaching and learning process	7
		c. Students' acceptance	8
		- Students' understanding on the topic/material	9
		- Students' mastery to the topic/material	10
		- Response in the classroom	

		activities	
		d. Time management	11
		- Presenting the material	12
		- Giving exercises to the students	
3.	Speaking Learning Process	- Material presented in speaking learning process	13
		- Techniques used in presenting the material	14
		- Classroom activities in speaking learning process	15
4	Classroom management	- Handling the classroom activities	16
		- Handling the disruptive attitude of the students	17
5.	Students' condition and characteristics	- Students' interest in English teaching and speaking learning process	18
		- Students' difficulty in English teaching and learning process	19
		- Students' difficulty in speaking learning process	20
		- Students' response to the learning process	21
		- Students' attitude and acceptance in English teaching and learning process	22
		- Students' attitude and acceptance in speaking learning process	23
	Total		23

2b. Interview Guide in Observing the English Teaching and Learning Process at Grade VIII A of MTsN Model Kebumen 1 in the Academic Year of 2011/2012

No.	Variables	Indicators	Number of Item
1.	Students' background	- Students' name - Students hobby	1 2
2.	English Teaching and Learning Process	- Students' interest to English lesson - Students' activity in English lesson - Students' feeling in English feeling - Classroom activity in English lesson	3 4 5 6
3.	Speaking Learning Process	- Classroom activity in speaking learning process - Students feeling in speaking learning process - Teaching technique used by the teacher in speaking learning process	7 8 9
Total			9

2c. Interview Guide in Developing Cartoon Flashcards as Media in Teaching Spoken Descriptive Text for the VIII Grade Students of Junior High School in the Academic Year of 2011/2012

No.	Variables	Indicators	Number of Item
1.	The Presentation of Learning Material to the Students	- The Process of learning material presentation - The students' responses to the presentation of learning material	1 2
2.	The Use of Communicative Games in Speaking Learning Process	- The Implementation of the games - The effectiveness of the games used	3 4 5

		- The students' response and involvement in the teaching and learning process	
3.	The Use of Classroom English	- The implementation of classroom English in teaching and learning process - Kinds of classroom English used	6 7
4.	The use of Media	- The effectiveness of the media used	8
	Total		8

2d. Interview Guide in Developing Cartoon Flashcards as Media in Teaching Spoken Descriptive Text for the VIII Grade Students of Junior High School in the Academic Year of 2011/2012

No.	Variables	Indicators	Number of Item
1.	The Material Learnt by The Students	- The learning material - The students' understanding to the learning material	1 2
2.	The use of Communicative Games in Speaking Learning Process	- The games played - The students' improvement and response in playing the games - The students' interest of the games played	3 4 5
3.	The Media Used in Teaching and Learning Process	- The students' interest to the media used - The students' opinion on the media used	6 7
	Total		7

APPENDIX
D
FIELD NOTES

Field Note 1

Date : September 14, 2011
Time : 07.00-08.10
Students : 32 students
Unit : Animal Life Cycle (First Draft)

The lesson took place in class VIII A. The classroom is located beside the class VII A and IX A. It is about 8x8 m². In this class, there are 32 chairs and 16 tables for the students. There is a whiteboard in front of the class. In the right corner of the room, there is a cupboard beside teacher's desk. In the behind of the class, there is a student creativity wall.

The lesson in the first try-out was begun at 07.00. the lesson was started by saying a prayer. Then, the teacher greeted the students. When the teacher greeted the students, there were some students who responded teacher's greeting in Indonesian.

The teacher showed an animal life cycle video. The students looked interested although when the teacher asked some questions about the video, some of the students only were silent. To increase their motivation, the teacher wrote butterfly life cycle. Then, some of the students responded teacher's question anout animal life cycle.

During the teaching and learning process, the students looked enjoying the activity using cartoon flashcards. There were some students who practiced the expressions by their ownelves. When the teacher would divide the students into some groups, the teacher asked the researcher to help him.

In the last activity, that was information gap activity, the class was crowded. All of the students spoke up. The researcher helped the teacher to manage the class. In the end of the class, the teacher asked the students to describe their pet's life cycle.

Field Note 2

Date : September 17, 2011
Time : 08.10-09.20
Students : 32 students
Unit : Parts of Plant (First Draft)

The teacher started the lesson by saying a prayer and by greeting the students. Then the teacher checked students's homework. One of the students presented his

homework. The teacher also asked the students whether there were difficulties in doing their homework.

In the beginning, some of the students looked uninterested to the topic. After the teacher gave a board of snake and ladder game, they looked interested. Although the class was crowded, the students tried to speak up. The next activity was information gap activity. In this activity they also looked enjoying. However, some of the students used Indonesian when they asked their partner.

There were two couples who performed the activity in front of the class. When the teacher would close the lesson, two students also would perform in front of the class. In the end of the lesson, the teacher gave a homework to observe parts of a plant around their house.

Field Note 3

Date : September 19, 2011
Time : 11.00-12.10
Students : 32 students
Unit : Friendship (First Draft)

The teacher started the lesson by saying a prayer and by greeting the students. Then the teacher checked students's homework. Two students reported their observation. They also brought the observed plant.

After checking students' homework, the teacher drawn some symbols of emoticon. The students stated that they knew with those symbols. They said that they used those symbols when they were writing personal message on facebook or sms. The teacher asked the students about the function of those symbols. The students said that the symbol was to express their feeling.

During the teaching and learning process, the researcher helped the teacher to distribute the cards and checked the students' performances. Some of the students looked interested when they did "Sending sms" activity. Meanwhile, some of them wrote a special message for their boy/girl friends.

The teacher divided the students into eight groups to do pantomime. However, the students suggested that they prefer to do a mini role-play. The students looked interested since they were creative in designing the role play. Some of shy students also looked interested in expressing the feeling. In the last activity that was information gap activity, the students asked the permission to change their partner. The teacher agreed with thier idea. Although the class was little bit crowded, the students tried to express their feeling. In the end of the class, the students said that they were very happy.

Field Note 4

Date : September 21, 2011

Time : 07.00-08.10

Students : 32 students

Unit : Travel (First Draft)

The teacher started the lesson by saying a prayer and by greeting the students. The lesson was begun at 07.10 because the teacher came late. The students waited the teacher for a moment. When waiting the teacher, the researcher asked the students about the teaching and learning process by using cartoon flashcards. Almost the students stated that they were enjoying the lesson using the media.

The teacher asked the students what was their favorite transportation. The students said many kinds of transportation in Indonesian. The teacher repeated those transportation in English. One of the students asked about the differences between traditional and traditional transportation. To answer that question, the students and teacher discussed it together.

The teacher also gave them a map to stimulate their schemata. Some students said that the map was too small, then the teacher asked that student to divide others map to all group. Firstly, they were confused. Then, the teacher gave them some expression to ask and respond to particular direction.

The students looked interested, however some of them said that they would draw a map by themselves. The teacher agreed and asked that students to draw the map in the whiteboard. The activity made the class more crowded. In the end of the class, the teacher asked the students to describe students' activities start from their house to the class.

Field Note 5

Date : September 24, 2011

Time : 08.10-09.20

Students : 32 students

Unit : Animal Life Cycle (Second Draft)

The teacher started the lesson by saying a prayer and by greeting the students. The lesson was begun at 08.10. Firstly, the students were shocked that the teacher would apply same topic as in the first meeting. However, the teacher told them that there were some additional activities. The teacher also added animal life cycle video. It made them look interested to start the lesson.

In the beginning of the lesson, the students still were bored with the same topic. When the teacher gave them time to stick cartoon flashcards in the flannel board, they were more interested. The students worked in a group of four. The students looked can manage their group.

When the students did information gap activity, the teacher gave different style. After getting information stated in the card, the students should asked another partner. To help them, the teacher asked the researcher to help him as an example. Firstly, the students laugh at the example. However, after they parcticed the activity by theirself, they were understand and no laugh anymore.

Field Note 6

Date : September 26, 2011
Time : 11.00-12.10
Students : 32 students
Unit : Parts of Plant (Second Draft)

The teacher started the lesson by saying a prayer and by greeting the students. In the first meeting, the students said that they needed video, not only some pictures in the screen. Therefore, the teacher showed a video of parts of plant. They looked enjoying the video since the video was a cartoon video.

When doing "Snake and ladder" game, one of the groups asked the researcher to explain the rules. The students also asked the researcher to give an example of doing the game. After giving explanation, the reseracher played role as a judge.

In the discussion activity, the teacher asked one of the students to put a plant. The aim was to help the students described differences between plant and human. Some of the students were active in the discussion but some of them were silent and played only as audiences. Then, the teacher asked the silent students to describe a difference between human and plant. The researcher helped the students by giving ilustration. In the end of the lesson, the students said that the second try-out was more interesting.

Field Note 7

Date : September 28, 2011
Time : 07.00-08.10
Students : 32 students
Unit : Friendship (Second Draft)

The teacher started the lesson by saying a prayer and by greeting the students. The lesson was begun at 07.00. The teacher asked the students' feeling and what

was the reason. Some of the students forgot name of feeling in English. Others friends told the students the name. Almost the student said that they were happy. It was because they met the researcher. The joke made the class more relaxed.

The students said that they would write a message as a message in facebook. Their reasons were because they often sent a message through facebook. There was a student who wrote only "Assalamu'alaikum, I am happy". It made others students laughing.

In the last activity, the teacher distributed cartoon flashcards as a media to do information gap activity. The students looked really interested in the activity. Meanwhile, the students also added a reason for particular feeling. In the end of the lesson, the students expressed their feeling by saying "Sir, I am tired" then they laughed together.

Field Note 8

Date : October 1, 2011
Time : 08.10-09.20
Students : 32 students
Unit : Travel (Second Draft)

This meeting was the last meeting. Some of the students said that they needed the media like cartoon flashcards to motivate them to speak English. Almost the students stated that they were enjoying the lesson using the media. The teacher started the lesson by saying a prayer and by greeting the students. The lesson was begun at 08.20.

The teacher asked the students what transportation they used to go to school. The students said many kinds of transportation. One of the students told her holiday using a car. Then, they discussed their holiday using many kinds of transportation.

In the previous meeting, the teacher asked the students to draw a simple map. Then, they should describe the map. In the last meeting, four students described their map. Others students gave comments to their friend's report. The students looked interested. In the end of the lesson, the students gave comment about the whole activities during try-out. Two students said that they were very enjoying the lesson. The teacher also said thank you to the researcher.

APPENDIX
E
INTERVIEW
TRANSCRIPTS

Interview 1

Wawancara siswa kelas VIII A MTsN Model Kebumen 1

12 Juli 2011

R : Researcher

S : Student

R : Ok, kita kenalan dulu ya? Nama kalian siapa?

S1 : Nama saya Nafisatul Mardiyah.

S2 : Nama saya Hana Hanifah.

R : Kalian kelas apa?

S1, S2 : VIII A.

R : Bagaimana opini kalian tentang kelas bahasa Inggris hari ini?

S2 : Saya tertarik dengan kelas Bahasa Inggris hari ini.

S1 : Sama, saya juga miss..hehe.

R : Ok. Kalau tentang medianya gimana? Maksud saya kartu yang tadi kita pakai. Menarik nggak?

S1 : hmm..

R : Menarik nggak? Atau bikin kalian semangat belajar Bahasa Inggris nggak?

S1 : Iya..

S2 : Iya dong miss..

R : Kenapa?

S1 : Yaaa, hmm apa ya? lebih enak aja yaa?hehe ..

R : Emang enakya gimana?

S1 : Hmm..gimana ya? Apa sih yaa? Hahaha. Bisa..bisa...

S2 : Lebih gampang mahaminnya miss.

R : Oh, ok. Terus??

S1 : Cepet kesimpen di otak juga miss.

R : Buat nyimpen di memori kalian lebih bagus gitu ya?

S1, S2 : Iya miss.

R : Terus, memotivasi kalian nggak? Jadi tambah berani nggak ngomong Bahasa Inggris di dalam kelas?

S2 : Iya miss. Jadi nggak bingung mau ngomong apa. Terus jadi nyante aja.

R : Ok, emang biasanya pas diajar sama guru-guru yang lain gimana? Nggak usah sebut merk juga nggak apa-apa kok.

S1, S2 : Ahahahhahaha..

S1 : Ya kan tiap guru beda-beda. Ngajarnya beda-beda.

S2 : Iya. Jadi kita nyesuaiin gurunya aja ya?hehe

R : Emang biasanya gimana?

S1 : Cara pembelajarannya?

R : Iya. Kalian ngrasanya gimana?

S2 : Ahahhaha, tergantung *mood* ya?

S1 : Sama, hehe.

R : Tergantung mood? Hehe. Berarti moodnya hari ini lagi bagus?

S1, S2 : hehehehe.

S1 : Yaa, kalo miss yang jadi gurunya pasti moodnya bagus

S2 : iyaa, hehe.

R : Wah, jadi GR,hehe. Kalau guru yang biasanya gimana?

S2 : Kalau belajarnya pagi sih asik aja miss.

S1 : Iya. tapi kalo udah siang, moodnya udah nggak bagus lagi. Malah ngantuk.

R : Oh, ok. Terus gurunya pernah nggak ngajar pakai power point, atau kartu?

S1 : Hmm, kalo power point gitu lumayan sering miss, tapi kalo kartu baru dua kali. Udah lama juga,hehe

R : Terus,Pas gurunya pakai kartu sama power point sebenarnya buat kalian menarik nggak sih?

S2 : Iya, jadi nggak ngantuk miss

R : Wah, suka ngantuk ya?hehe. Terus kalo dibandingin kartu sama power point lebih menarik mana?

S1 : Kalau meneurut aku sih kayaknya lebih menarik kartu.

S2 : Iya, soalnya kalau power point kadang ada yang merhatiin kadang ada yang nggak.Terus kalo ada power point kita kan jadi merhatiin slidenya bukan gurunya,hehe.

R : Ohh, terus kalau kartu?

R : Gimana?

S1 : Kalau kartu kan tadi dibagi satu-satu, jadi konsen ke kartunya. Kalau power point kan jadi ada yang bicara sendiri gitu miss,hehe.

R : Tapi tadi pas pakai kartu tetep ada yang bicara sendiri ya?

S2 : Iya,hehe..

R : Hehehehe.

R : Terus kalau tentang aktivitasnya gimana?

S1 : Aktivitas apa miss?

R : Iya, tadi kan kartunya dipakai buat aktivitas tuh, terus menurut kalian gimana aktivitasnya?

R : Tadi kan ada yang nulis, praktek bicara, gimana?

S1 : Hehe.. Asik miss. Jad tambah.. hmm, ya kayak gitulah,hehe.

R : Waduuuh, kayak gitu gimana?hehe.

S1 : Ya jadi tambah bisa gitu,hehe.

S2 : Ya kan, tadi sempet nggak bisa yang kayak past tense gitu, tapi jadi berani buat ngomong..

R : Oh, jadi lebih tahu juga tentang past tense?

S1, S2 : iyaa.

R : Terus, jadi kesimpulannya kegiatan hari ini meningkatkan motivasi kalian buat belajar Bahasa Inggris nggak?

S2 : Iya. Kalau aku sih iya,hehe.

R : Oo gitu.

R : Terus menurut kalian efektif nggak pakai kartu buat belajar Bahasa Inggris?

S1, S2 : Iya miss. Jadi seru.

R : Jadi kesimpulannya, hari ini menyenangkan nggak??

S1, S2: Iya dong miss.

S1, S2: Kartu sama aktivitasnya juga bagus miss.

R : Kalau saya?hehe.

S2 : Miss Dika menarik juga,hehe.

S1 : hehehe.

R : Kalau misal kartunya dipakai sama Mr. Rusdi langsung tanpa ada saya, kira-kira efektif nggak?
 S3 : Hmm, kayaknya belum miss.
 S2 : Iya, belum deh miss.
 R : Lho? Emang kenapa?
 S2 : Soalnya kan udah biasa diajar sama Mr.Rusdi, jadi ya kesannya biasa aja,hehe.
 R : Tapi dibandingkan biasanya, lebih menarik kan cara Mr. Rusdi mengajar?
 S1, S2 : Iya miss.
 R : Ok, besok ketemu saya lagi ya? Dan wawancara lagi.
 S1, S2 : Ok miss.
 R : Terima kasih ya. Selamat siang.
 S1, S2 : Sama-sama. Siang.

Interview 2

Wawancara siswa kelas VIII A MTsN Model Kebumen 1

24 September 2011

R : Researcher

S : Student

R : Selamat siang! Nama kalian siapa?
 S1 : Nama saya Azkia.
 S2 : Nama saya Hanifah.
 R : Gimana nih pelajaran bahasa Inggris hari ini?
 S1, S2 : Asik miss. Belajar tentang hewan-hewan.
 R : Topiknya menarik nggak? Atau malah bikin bosan?
 S2 : Saya tertarik dengan topiknya miss. Apalagi di pelajaran biologi kan ada.
 S1 : Sama, aku juga tertarik miss. Videonya juga bagus
 R : Ok. Tadi kan ngomongin video ya? Ada komentar lagi nggak?
 S1 : hmm..
 R : Menarik nggak? Bantu kalian pahami topiknya nggak?
 S1 : Iya miss. Tapi kurang lama videonya, hehe.
 S2 : Iya miss. Bagus videonya. Variasinya lebih bagus dari yang dulu.
 R : Kenapa?
 S1 : Yaaa, jadi ada variasinya aja, hehe.
 R : Kalau dibandingin sama yang dulu, kelasnya enakan yang mana?
 S1 : Hmm..Enakan yang sekarang miss. Lebih mudeng. Jadi tahu apa yang mau dilakuin juga.
 S2 : Iya, kalau dulu kan asal ngikutin gurunya aja,hehe.
 R : Oh, ok. Kalau kartunya jadi tambah jelas nggak?
 S1 : iya, kalau dulu kan ada kartu yang item putih, kekecilan juga. Jadi lebih menarik deh.
 R : Bagus. Terus permainannya gimana?
 S1, S2 : adi ada yang sempet ribet miss. Yang think apa gitu...
 R : Think-pair-shared?

S2 : Iya miss. Soalnya kan baru pertama kali. Tadi gurunya juga kurang jelas cara mainnya jadi rada bingung.

R : Kalau menurut kalian bagusnya gimana?

S1, S2 : hmm, gimana ya? Bingung miss,hehe.

S1 : Mungkin jelasinnya langsung praktek sama satu kelompok kali ya miss?

S2 : Iya. Jadi kelompok lain bisa liatin juga.

R : Oh, jadi lebih asik kalau contohnya langsung murid gitu?

S1 : hehe, kalau menurut aku sih gitu miss.

R : Iya deh. Tapi tadi lebih asik nggak daripada yang dulu?

S2 : Iya miss, lebih menantang,haha.

S1 : Iya, jadi praktek sama murid yang lain juga. Jadi nggak bosen..

R : Memotivasi kalian bicara pakai Bahasa Inggris nggak?

S1, S2 : hehehehe.

S1 : kalau aku sih jadi pingin ngomong Bahasa Inggris.

S2 : iyaa, jadi nggak takut salah.

R : Wah, bagus dong, hehe. Terus tadi kegiatannya ada hubungannya sama topiknya semua nggak?

S2 : Iya miss. Tapi sebenarnya tadi aku mau buat cycle binatang yang lain, tapi waktunya habis,hehe.

S1 : kalau menurutku sih ok miss. Tapi tadi aku sempet bingung soalnya cyclenya ada banyak, jadi lupa nama-nama cyclenya.

R : Ok, terus pas ada kartunya jadi inget lagi apa malah tambah bingung?

S1 : Hmm, Awalnya sih nggak ada efek, tapi jadi inget aja pas dikasih tahu temen yang inget.

R : Jadi, penggunaan kartunya tetap membantu ya?

S2 : Iya, jadi nggak ngantuk miss dan nggak galau nginget-ninget nama cyclenya,hehe.

R : Emang biasanya kalau udah nggak bias inget, terus gimana?

S1 : Ya nunggu gurunya ngasih penjelasan lagi..

S2 : Tapi nggak ada gambarnya jadi susah miss..

R : Jadi kartunya berguna banget buat kalian ya?

S1 : Iya miss. Kalau ditanya guru, jadi nggak nglantur jawabnya..

R : Ok deh, ada saran nggak buat topik ini?

S5 : Apa ya?

R : Saran buat media atau buat aktivitasnya..

R : Saran buat saya juga nggak apa-apa? Hehe.

S1 : Udah bagus sih miss. Nggak bikin bosen. Yang sering-sering aja main ke sini ya, hehe.

R : Kapan-kapan main lagi deh,hehe. Kalau kamu ada saran nggak?

S2 : Hehe.. Sama aja deh miss.

R : Waduuuh, Ya sudah nggak apa-apa. Makasih yaa.

S1 : Sama-sama miss.

S2 : You are welcome.

Interview 3

Wawancara siswa kelas VIII A MTsN Model Kebumen 1

26 September 2011

R : Researcher

S : Student

R : Selamat siang! Nama kalian siapa?

S1 : Nama saya Siti.

S2 : Nama saya Hanifah.

R : Gimana nih pelajaran bahasa Inggris hari ini?

S1, S2 : kayak belajar biologi miss, he.

R : Tapi menarik nggak? Atau malah bikin bosan?

S2 : Saya tertarik dengan topiknya miss. Tapi emang kaya belajar biologi tapi pake bahasa Inggris,hehe .

S1 : Sama, aku juga tertarik miss. Aku kan juga suka bunga sama tumbuh-tumbuhan.

R : Sip deh. Tadi gambarnya jelas nggak?

S1 : Jelas kok miss. Tapi yang ular tangga kalo lebih gede pasti lebih bagus deh, hehe.

R : Biar lebih jelas dan lebih luas ya? Tapi Bantu kalian pahami topiknya nggak?

S1 : Iya miss. Biar bisa main sama orang banyak.

S2 : Iya miss. Lebih besar lebih bagus. Jadi bisa kreatif buat bikin kalimat.

R : Pas lagi game ular tangga, kalian bingung cara mainnya nggak?

S1 : Dulu pas mainnya berdelapan, lumayan bingung miss. Kan jdi lama banget urutannya.

R : Jadi lebih asik yang tadi?

S1 : Iya miss. Jadi lebih cepet gantiannya. Lebih asik juga

S2 : Iya, kalau dulu kan asal buat kalimat aja. Lha lama gitu nunggu gilirannya, hehe.

R : Oh, ok. Kalau kartu yang buat information gap jelas nggak?

S1 : iya, jelas juga miss. Kan ada artis-artis gitu. Jadi lebih tertarik.

R : kalo foto saya nggak bakalan tertarik ya?

S1, S2 : ahahahah, ya nggak gitu juga miss.

R : terus kalo yang sekarang kan sama kayak pertemuan yang kemaren, ada aktivitas think-pair-share. Lebih asik nggak?

S2 : Iya miss. Jadi lebih banyak ngomongnya. Dan udah nggak bingung lagi. Kan kemarin udah.

R : berarti penjelasan think-pair-share yang kemarin udah jelas ya?

S1, S2 : hmm, lumayan lah miss. Tapi yang jelas udah lebih mudeng dari yang kemarin.

S1 : Terus tadi kan dipraktekin lagi jadi nggak lupa yang dijelasin sama Mr. Rusdi pertemuan kemarin ?

S2 : Iya. Lebih mudeng cara mainnya deh.

R : Ok deh, aktivitasnya menarik to?

S1 : iya. Gag monoton.

R : Maksudnya?

S2 : kalo menurutku sih, kalo dulu kan Cuma nulis, jawab pertanyaan guru, Cuma gitu aja. Kan jadi bosen banget miss.

S1 : iya, nggak Cuma itu-itu aja aktivitasnya.

R : Sip deh. Memotivasi kalian bicara pakai Bahasa Inggris juga nggak?

S1, S2 : hehehehe.

S1 : kalau aku sih jadi pingin ngomong Bahasa Inggris.

S2 : iyaa, Apalagi pas main ular tangga sama information gap artis-artis,hehe.

R : Wah, bagus dong, hehe. Terus tadi kegiatannya ada hubungannya sama topiknya semua nggak?

S2 : Iya miss. Apalagi yang artis-artis, haha..

S1 : kalau menurutku sih nyambung miss. Lagian tadi juga banyak bahas tentang tumbuhan, tapi dengan cara yang asik..

R : Ok, terus kartunya bantu kalian buat belajar kata nggak?

S1 : Iya, kalo lupa mau jelasin bagian-bagian tumbuhan, jadi inget pas liat kartu atau gambarnya.

R : Jadi, penggunaan kartunya tetap membantu ya?

S2 : Iya, jadi nggak ngantuk miss dan nggak galau nginget-nginget nama bagian tumbuhannyaa.

R : Emang biasanya kalau udah nggak bisa inget, terus gimana?

S1 : Ya nunggu ada temen yang bantu. Lha tetep nggak bisa inget je, hehe.

S2 : Tapi nggak ada gambarnya ya diem aja.

R : Jadi kartunya berguna banget buat kalian ya?

S1 : Iya miss.

R : Ada saran lagi nggak buat pertemuan besok atau tentang topik ini?

S5 : Apa ya?

R : Saran buat media atau buat aktivitasnya..

S1 : Udah bagus sih miss. Nggak bikin bosen. Pokoknya sering-sering aja main ke sini ya, hehe.

R : Kapan-kapan ya,hehe.

S2 : aku sama aja deh miss.

R : Waduuuh, Ya sudah nggak apa-apa. Makasih yaa.

S1 : Sama-sama miss.

S2 : iya.

Interview 4

Wawancara siswa kelas VIII A MTsN Model Kebumen 1

28 September 2011

R : Researcher

S : Student

R : Ok, siang Hana, Nafis!

S1 : Siang miss Dika!

S2 : Siang miss!

R : Interview lagi ya. Semoga kalian gak bosan.

S1, S2 : nggak kok miss. Nyante aja, hehe.

R : Gimana nih kelas bahasa Inggris hari ini?

S2 : Kayak minggu lalu miss, ini topik favorit saya.

S1 : Sama, aku juga suka banget topik materi ini. Kayaknya temen-temen yang lain juga deh..

R : Oh, iya to? Emang gimana?

S1 : Menarik miss. Bis kelas selesai aja langsung bisa praktek buat sms sama facebookan, he.

R : wah, kalian emang murid bagus deh?

S1 : Iya dong. VIII A gitu loh! hahaha

S2 : Iya dong miss, kan lumayan buat praktek bahasa Inggris sama temen.

R : Bagus, bagus, bagus.

S1 : Kita banget pokoknya miss.

R : Ok, kita mule pertanyaan pertama ya?

S1 : Sipp.

S2 : Siap bu guru.

R : Kalian sering nggak pakai ekspresi untuk bertanya perasaan orang??

S1 : sering miss. Kalo sms kan juga sering

R : Berarti udah sering pakai ekspresinya dong?

S1, S2 : Iya miss.

R : Kapan kalian pakai ekspresi itu?

S2 : Kadang kalo saya sms Hana, saya juga tanya kabar dia. Jadi bisa praktek sama temen miss.

R : Sip. Terus tadi pas ada latihan nulis deskripsi perasaan kalian di kertas yang kaya nulis sms gimana?

S1, S2 : Suka miss. Mudah.

S1 : Ya kan lumayan sering praktek sama temen. Jadi mudah.

S2 : Iya. Terus tadi kan juga dikasih contoh sama Mr. Rusdi, jadi nggak bingung mau nulis apa.

R : kata-katanya nggak ada yang bingung?

S1 : Cuma pas buat alasannya ada kata yang nggak tahu, makanya tadi sempet nanya sama miss Dika dan Mr. Rusdi?

R : Iya gak apa-apa? Kalau kamu gimana?

S2 : Tadi sih saya buat yang simple miss. Jadi ya nggak susah, hehe.

S1 : Iya ya? Kenapa aku tadi yang rada ribet?

.

R : Hahaha, iya nggak apa-apa. Malah jadi tahu kan?

S1, S2 : hehehehe.

S1 : Oya miss, mau ngasih saran boleh nggak? Hehe.

R : iyaa, Boleh banget. Saya malah seneng kalo ada saran.

R : gimana?

S1 : Sekarang kan udah banyak banget yang pakai facebook sama twitter, jadi mending besok prakteknya nggak Cuma buat sms.

S2 : Iya miss. Buat facebook sama twitter juga. Kan asik tuh, bisa pake bahasa Inggris. Nggaya dikit miss, hahaha

R : Oh, ok. Saran yang bagus. Bisa buat masukan dan perbaikan?

S1 : Kan variasinya jadi lebih banyak miss.

R : Sipp deh. Terus aktivitas yang information gap gimana?

S2 : Yang tadi udah ada alasannya ya miss?

R : Iya yang tadi praktek di depan kelas.

S1 : Membantu banget miss. Jadi tahu cara nanyanya.

S2 : Terus tadi juga udah ada bantuan jawabannya. Jadi nggak perlu mikir lagi.

R : Jadi lebih gampang?

R : Atau malah jadi nggak kreatif? Hehe.

S1 : Ya nggak gitu miss. Tetep kreatif kok, hehe. Tapi emangm embantu banget.

R : Ok deh. Kalau permainan yang terakhir gimana?

S2 : Yang pantomim ya miss?

R : Iya.

R : Tapi akhirnya jadi role-play tapi nggak pakai suara ya? Hehe.

S1 : Lebih asik yang tadi miss. Kan jadi lebih banyak improvisasi?

R : Gitu ya?

R : Apa malah nggak bingung?

S1 : Hehe. Nggak bingung kok miss. Malah jadi bisa kerja kelompok juga pas mau maju ke depan.

R : Kalo menurut kamu gimana?

S2 : Enakan yang tadi juga. Soalnya temen-temen kan jadi penasaran, jadi nungguin kami selesai akting deh, hehe.

S1 : Jadi berasa tampil di panggung miss, hahaha.

R : Ahhhahaha, kalian tadi udah jadi artis kok.

S1, S2 : iyaa, hahaha.

R : Terus, jadi kesimpulannya kegiatan hari ini meningkatkan motivasi kalian buat belajar Bahasa Inggris nggak?

S2 : Iya. Kalau aku sih iya,hehe.

R : Oo gitu.

R : Terus menurut kalian efektif nggak pakai kartu buat belajar Bahasa Inggris?

S1, S2 : Iya miss. Jadi seru.

R : Jadi kesimpulannya, hari ini menyenangkan nggak??

S1, S2: Iya dong miss.

S1, S2: Kartu sama aktivitasnya juga bagus miss.

R : Ini juga topik favorit kalian ya??

S1 : Iya miss. Asik banget kalo topiknya ini.

S2 : Nggak osen pokoknya miss.

R : Bagus deh. Nggak bosen juga kan diwawancara gini?

S2 : Nggak dong. Seneng

R : Berasa artis ya diwawancara?

S1, S2 : Iya miss. Hehe.

R : Ok, deh. Makasih ya udah mau memmbantu saya.

S1, S2 : Ok miss.

R : Terima kasih ya. Selamat siang.

S1, S2 : Sama-sama. Siang.

Interview 5

Wawancara siswa kelas VIII A MTsN Model Kebumen 1

1 Oktober 2011

R : Researcher

S : Student

R : Selamat siang! Nama kalian siapa?

S1 : Nama saya Agung.

S2 : Nama saya Sofyan.

S1, S2 : Wawancaranya jangan lama-lama ya miss, hehe.

R : Ok deh.

R : Gimana nih pelajaran bahasa Inggris hari ini?

S1, S2 : Enak kok miss. Kan belajar tentang mobil

R : Cocok buat para cowok ya?

S2 : Iya miss. Apalagi tadi ada miniatur dan gambarnya, jadi langsung tahu bahasa Inggrisnya apa .

S1 : Iya, jadi nggak usah berimajinasi.

R : Berarti kartunya membantu kalian buat dan ngapalin nama-nama transportasi?

S1 : Iya miss. Terus tadi kan ada yang suruh milih yang modern sama tradisional.

R : Oh, yang identifikasi transportasi modern dan tradisional?

S1 : Iya miss. Jadi nggak Cuma tahu bahasa Inggrisnya aja tapi juga jadi ada aktivitas lain.

S2 : Iya miss. Nggak Cuma nulis aja. Latiannya juga gampang.

R : Ok, gambarnya jelas nggak?

S1 : Kalo yang sekarang sih udah ok miss. Yang dulu ada yang hitam putih, jadi nggak begitu menarik.

R : Berarti kalo yang sekarang menarik dong?

S1 : Iya Jadi lebih bagus gambarnya.

S2 : Gambar yang lainnya juga jadi lebih jelas. Dulu kan ada yang kecil dan susah dibaca tulisannya.

R : Oh, ok. Berarti petanya udah nggak burem lagi?

S2 : iya, Maksud saya petanya miss, jadi lebih jelas.

R : Pas lagi dijelaskan buat peta dari rumah ke sekolah gimana?

S1, S2 : ahahahah, nggak mudeng miss.

R : Terus tadi kok tak liat bisa ngerjain?

S2 : Iya miss. Tadi tanya sama temen-temen yang cewek, jadi tau tadi disuruh ngapain, hehe.

R : berarti penjelasan Mr. Rusdi tadi nggak didengerin ya?

S1, S2 : Hehe, tadi lagi nggak mudeng aja.

S1 : Terus tadi kan nggak ditraslate ke Bahasa Indonesia miss?

S2 : Ditranslate tau.

R : Haha, berarti tadi nggak ndengerin ya? Tapi bisa ngerjainnya?

S1 : iya. Nggak ndengerin, hehe. Bisa kok miss. Tadi kan miss Dika juga ngasih contoh, jadi mudeng

R : Kalo kamu?

S2 : Aku sih tahu mudeng miss, lagian kan tiap hari aku lewat jalan itu, jadi ya ampang aja buat rutenya..

S1 : iya, Cuma pas njelasinnya aku tadi tanya-tanya.

R : Sip deh. Kan emanga kerja kelompok. Terus kalau yang jawab pertanyaan?

S1, S2 : Lumayan mumet miss.

S1 : Aku baru ngerjain, yang cewek-cewek malah udah pada selesai. Mereka jawabnya cepet banget

S2 : iyaa, Tadi Mr. Rusdi juga langsung minta si Kunti buat jawab pertanyaannya. Padahal aku belum selesai miss

R : Oh, ok deh. Besok ditunggu ya. Tapi bisa ngerjainnya? Instruksinya jelas nggak?

S2 : Iya miss. Tadi jelas kok. Kan juga dikasih contoh.

S1 : kalau aku tadi kan nggak ndengerin, jadi nggak tahu,hehe.

R : Ok, berarti kartunya bantu kalian buat bicara nggak?

S1 : Iya, kalo lupa mau jelasin njelasin rutenya, jadi inget pas liat kartu atau gambarnya.

R : Jadi, penggunaan kartunya tetap membantu ya?

S2 : Iya, jadi nggak ngantuk miss dan nggak galau nginget-ninget.

R : Aktivitasnya susah-susah nggak?

S1 : Tadi yang pas tanya jawab kan nggak ada pertanyaanya, harus buat sendiri jadi harus mikir lama.

S2 : Iya, tapi tadi yang terakhir kan udah ada pertanyaanya jadi tinggal jawab aja miss.

R : Kan biar kalian jadi lebih kreatif, hehe.

S1 : Petanya jangan pakai Bahasa Inggris miss.

R : Terus pakai bahasa apa?

S2 : Bahasa Indonesia aja? Atau tempat-tempat di Kebumen aja miss.

R : Sip deh. Ada saran lagi nggak?

S1 : Tadi kan praktek keluar kelas bentar, besok lebih lama ya miss, hehe.

R : Kapan-kapan ya,hehe.

S2 : Udaahan ya miss.

R : Waduuuh, Ya sudah nggak apa-apa. Makasih yaa.

S1 : Sama-sama miss.

S2 : iya.

Wawancara Guru Bahasa Inggris MTsN Model Kebumen 1

1 Oktober 2011

R : Researcher

T : Teacher

R : Selamat siang, Pak!

T : Siang mbak Dika!

R : Bagaimana komentar Bapak tentang penggunaan *cartoon flashcards* dalam pengajaran Bahasa Inggris?

T : Begini mbak Dika, penggunaan kartu dan gambar di dalam pengajaran Bahasa Inggris memang sangat bagus. Terlihat sekali kan para siswa tadi sangat antusias .

R : Sulu pernah menggunakan kartu bergambar juga kan pak?

T : Iya sudah mbak. Siswa dulu juga tertarik sekali. Apalagi dulu aktivitasnya outdoor. Tapi ya itu, fokus pembelajaran Bahasa Inggris kan nggak Cuma speaking aja. Apalagi siswa juga harus ada UTS dan UAS. Jadi ya nggak bisa dengan aktivitas itu terus.

R : Memangnya mengganggu pak penggunaan kartu bergambar atau *games*?

T : Tidak mengganggu sih mbak. Tapi memang harus butuh persiapan yang banyak. Dan kadang saya memang nggak ada waktu dan sedikit malas untuk membuatnya, hehe.

R : Hehe, tapi memang terbukti efektif untuk mengajar kan pak?

T : Iya mbak. Memang efektif. Makanya besok mbak Dika kalau udah jadi guru, harus buat media seperti ini juga ya. Jangan pas skripsi aja.

R : Hehe, Insya Allah pak. Selama memakai media itu, ada kendala nggak pak?

T : Ada lah mbak, terutama untuk prosedurnya. Media itu kan yang buat bukan saya sendiri. Walaupun saya sudah baca buku panduannya, sudah diberi tau mbak Dika, tapi tetap saja kadang ngeblank. Makanya beberapa kali saya tanya sama mbak Dika.

R : Gitu ya pak? Kendala lainnya apa pak?

T : Kadang kan muridnya nggak tahu Bahasa Inggris buat beberapa kata. Jadi memang penggunaan *full* Bahasa Inggris masih belum bisa. Apalagi Bahasa Inggris saya juga nggak begitu bagus

R : Nggak lah pak. Bagus kok. Tapi dibandingkan dengan nggak pake kartu bagaimana pak kondisi siswa dan penggunaan Bahasa Inggris mereka?

T : Memang jauh berbeda mbak. Mereka jauh lebih antusias untuk bicara pakai Bahasa Inggris. Walaupun kadang ada yang pakai Bahasa Indonesia, tapi prosentasenya sangat jauh berkurang.

R : Berarti memang ada perbedaannya kan pak? Sekarang, kalau aktivitasnya bagaimana pak?

T : Tipikal anak-anak kan memang suka bermain. Dulu pas ada permainan, mereka juga sangat antusias. Makanya sekarang mereka juga sangat menikmatinya. Permainannya juga sangat bervariasi, jadi saya dan siswa juga nggak bosan. Apalagi ada buku panduan penggunaan media dan urutan aktivitasnya. Sangat membantu mbak.

R : Alhamdulillah. Saya senang pak kalau memang benar demikian.
Penggunaan kartu itu efektif nggak pak dalam mengajar teks deskriptif?

T : Iya mbak. Dulu saya pikir untuk naratif saja. Ternyata asik juga dalam mengajar teks deskriptif pakai kartu.

R : Jadi bapak mau kan kalau ngajar pakai kartu lagi?

T : Insya Allah mbak. Emang harus ada waktu buat mempersiapkan media. Setidaknya permainan buat siswa mbak.

R : Wah, bagus itu pak. Tantangan buat kita bersama ya?

T : iya, apalagi sekarang sudah MBI harus lebih rajin lagi.

R : Iya pak. Harus lebih kreatif juga. Terima kasih untuk waktu dan kesediaan bapak membantu saya di penelitian ini.

T : Saya juga terima kasih mbak. Jadi tambah ilmu lagi. Jangan bosan-bosan main ke sini ya.

R : Insya Allah pak. Terima kasih ya pak. Selamat siang.

T : Siang mbak Dika.

APPENDIX

F

PHOTOGRAPHS



The teacher drew some emoticons.



The teacher showed some emoticons.



The researcher helped the teacher.



One of the students described her feeling.



The students did information gap activity.



The students performed a role-play.



The teacher helped the students.



One of the students read the passage.



The teacher explained the materials.



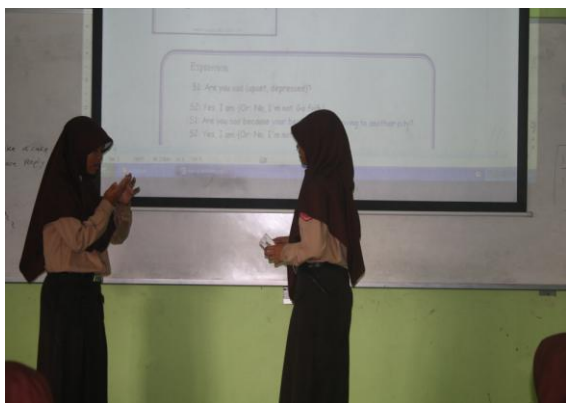
The researcher helped the students.



The teacher was monitoring the students.



The students showed the cartoon flashcards.



Two students did information gap .



Two students did information gap activity.



One of the students identified difficult words. The researcher discussed with the teacher.



The students discussed in their group.

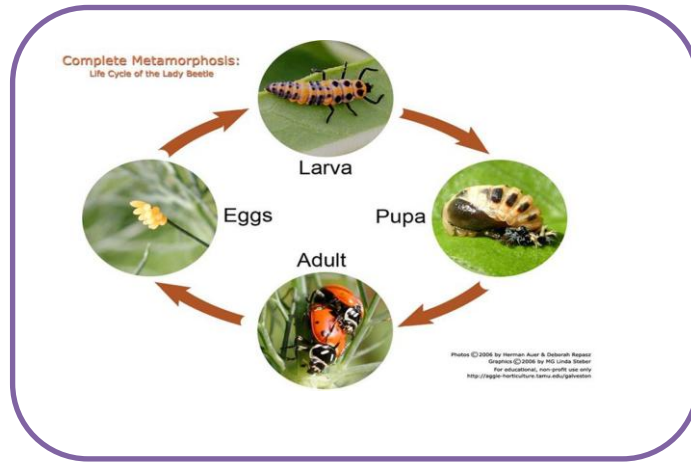
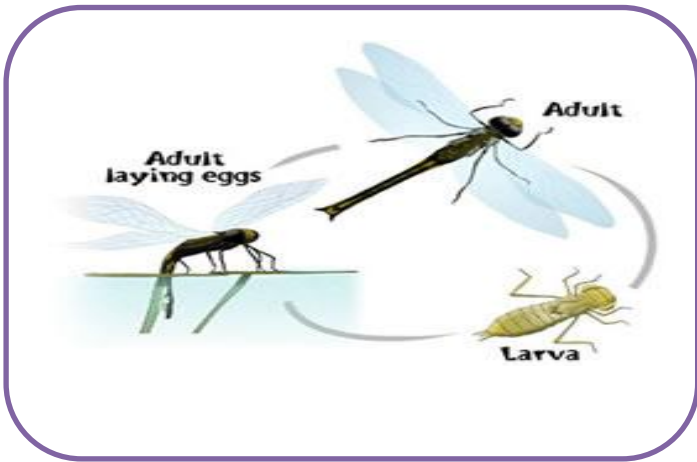
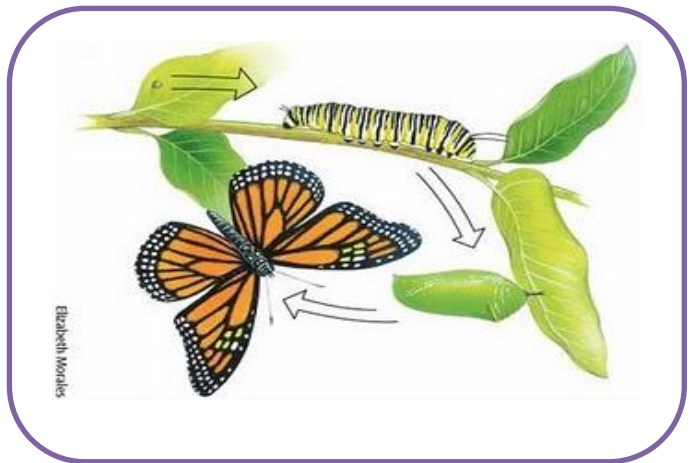
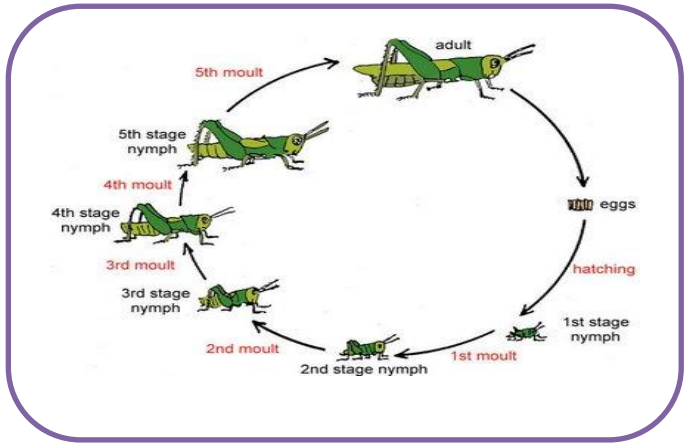
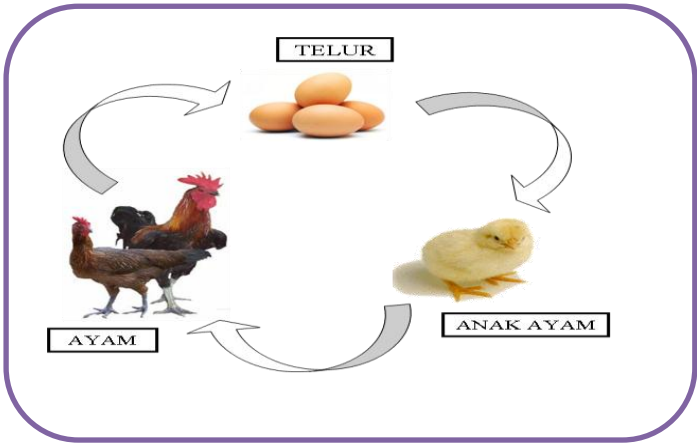


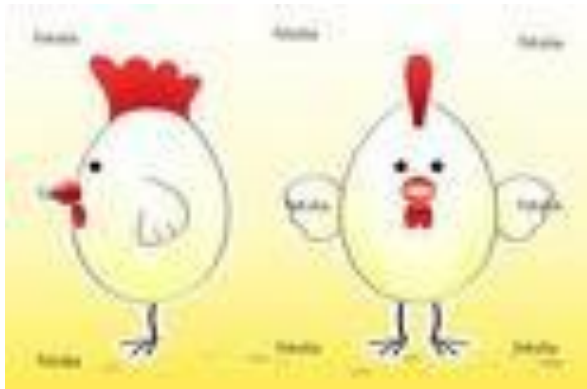
The students did information gap.

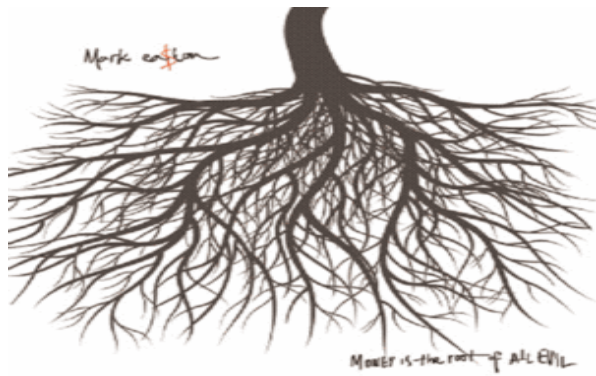
APPENDIX

G

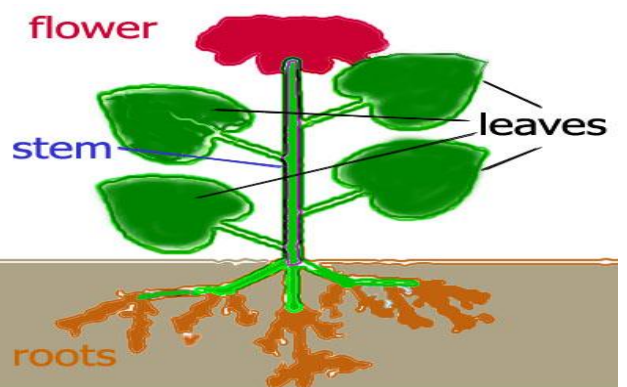
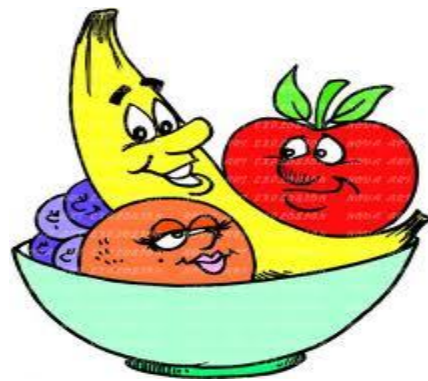
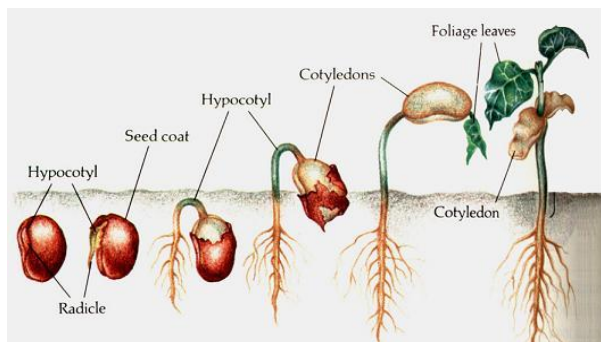
MEDIA







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Tania



Simon



?



?



?



Anne



Arnout



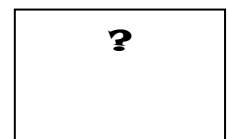
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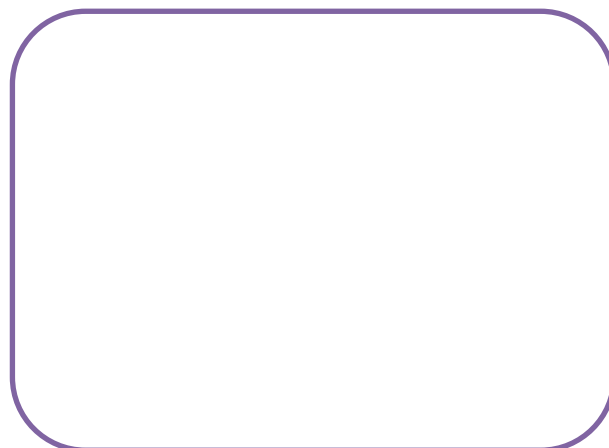
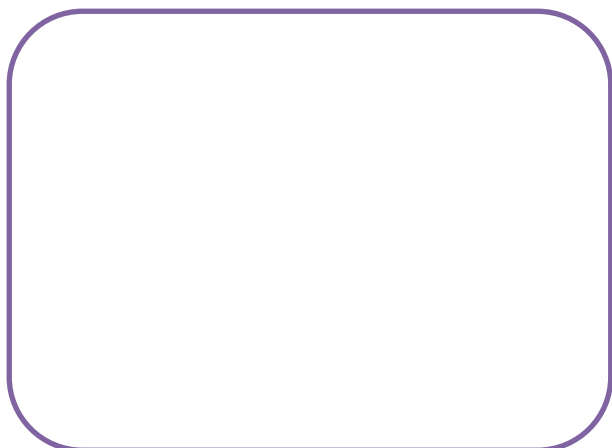
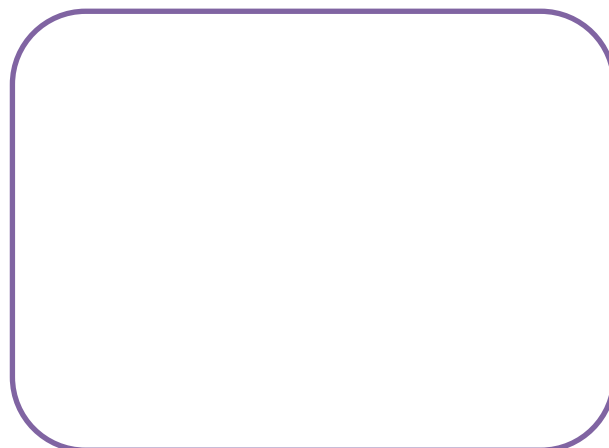
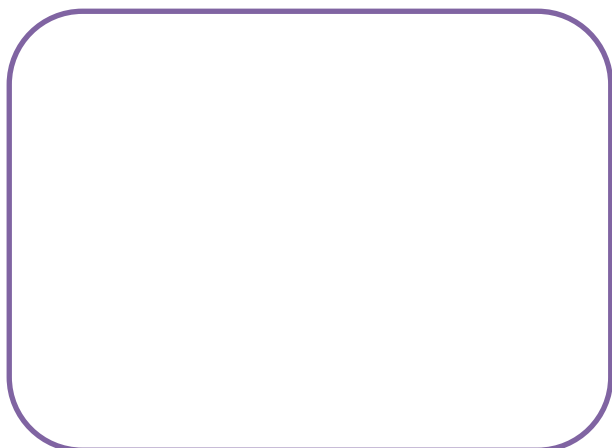
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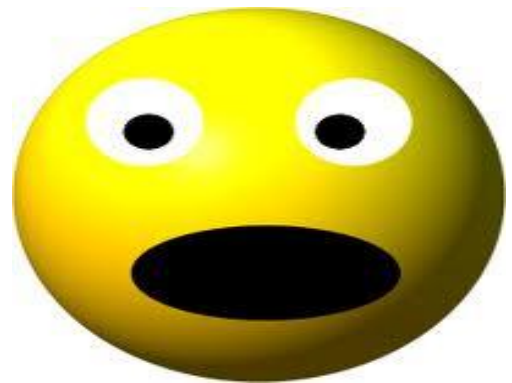






www.shutterstock.com - 47076652





I CAN'T
STOP
THINKING!!



SMS - Express Your Feelings Through Text Messaging

Sending SMS is a great way to express your love and care to somebody. If somebody is living far away from sending a text message is a best method to be in contact with your loved one. You can find lot of messages filled with love on several websites. You can even customize these messages according to your needs. So don't worry about the ways of showing love to your friends and relatives as there are thousands ways to do that. You can impress anyone by sending few lines on a special day in his life. In today's world everybody is busy and has no time for others. Take out some time from your busy schedule select a beautiful message and send it to somebody who is special for you. With the help of small acts you can show your affection to the people around you.

(<http://ezinearticles.com/?SMS---Express-Your-Feelings-Through-Text-Messaging&id=1079742>)

SMS - Express Your Feelings Through Text Messaging

Sending SMS is a great way to express your love and care to somebody. If somebody is living far away from sending a text message is a best method to be in contact with your loved one. You can find lot of messages filled with love on several websites. You can even customize these messages according to your needs. So don't worry about the ways of showing love to your friends and relatives as there are thousands ways to do that. You can impress anyone by sending few lines on a special day in his life. In today's world everybody is busy and has no time for others. Take out some time from your busy schedule select a beautiful message and send it to somebody who is special for you. With the help of small acts you can show your affection to the people around you.

(<http://ezinearticles.com/?SMS---Express-Your-Feelings-Through-Text-Messaging&id=1079742>)

Dear

Love,

Dear

Love,

Dear

Love,

Dear

Love,

Dear

Love,

Dear

Love,



You are stuck
in traffic.



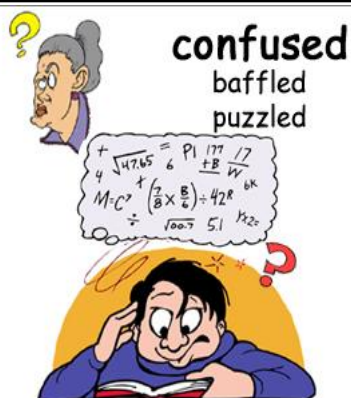
Your computer
crashed.



You have
nothing to do.



You are stuck inside
because of the rain.



The problem is too complicated.



The teacher is talking too fast.



The instructions
are terrible.



You can't figure
out what's wrong
with the computer.



You got a great
report card.



happy
elated
overjoyed

HAPPY BIRTHDAY



It's your birthday.

www.bogglesworldesl.com



sad
depressed
upset



You lost.

www.bogglesworldesl.com



sad
depressed
upset



Your best friend is
moving to another city.

www.bogglesworldesl.com



worried
concerned



You have so many
bills to pay.

www.bogglesworldesl.com



worried
concerned



Your friend
is very sick.

www.bogglesworldesl.com



tired
exhausted



You stayed up late
studying for a test.

www.bogglesworldesl.com



tired
exhausted



You had a hard
day at work.

www.bogglesworldesl.com



scared
frightened
afraid



There is
a spider on you.

www.bogglesworldesl.com



scared
frightened
afraid



You saw a ghost.

www.bogglesworldesl.com

In the dark night, you saw a ghost.

After that, u ran directly.

What do you feel?

You have a lot of things to do.

After finish it, you sleep early.

What do you feel?

When you get your report, there
are two scores of 5 at your report.

Last week, you studied hard for
the test.

What do you think?

In the speech competition in your
school, you are a winner. You get
some presents from your school.

What do you feel?

Your mother did not come to your
school.

It is the last hour to put your
report. All of your friends go home
already.

What do you feel?

Yesterday, your lovely cat lost.

That is your first pet.

What do you feel?

Your friend borrowed your dictionary. This morning she said that the dictionary was lost.

What do you feel?

SURPRISED

HAPPY

ANGRY

SCARED

You have two tickets of cinema. You will invite your friend to accompany you.

Suddenly, your little brother wants to ask that ticket.

What do you feel?

CONFUSED

SAD

TIRED

WORRIED

APPENDIX
H
PERMISSION
LETTERS



KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI (MTsN) KEBUMEN 1
AKREDITASI: A

Jl. Tentara Pelajar No. 29 ☎ (0287) 381229 Kebumen 54312
email: mtsn_kebumen1@depag.jateng.go.id - website: www.mtsn-kbm1.com

SURAT KETERANGAN PENELITIAN

Nomor : Mts.11.14/KP.07.5/722/2011

Berdasarkan Surat Rektor Universitas Negeri Yogyakarta Nomor : 4063/H39.6.PPs/PL/2011 tanggal 04 Juli 2011 tentang Permohonan Ijin Penelitian, dengan ini kami :

Nama : Drs. H. KHOIRONI HADI, M. Ed
N I P : 19670822 199102 1 001
Pangkat, Golongan / Ruang : Pembina, IV/a
Jabatan : Kepala Madrasah Tsanawiyah Negeri Kebumen 1

menerangkan dengan sesungguhnya bahwa :

Nama : HARDIKA MU'INATUL FITRIANA
Strata : S1
NIM : 07202241048
Jurusan : Pendidikan Bahasa Inggris
Angkatan : 2007/2008

telah melaksanakan penelitian di Kelas VIII A MTsN Kebumen 1 Kabupaten Kebumen dari tanggal 12 September 2011 s.d. 01 Oktober 2011 untuk menyusun Skripsi dengan judul :

“ Developing Cartoon Flashcards as Media in the Teaching of Spoken Descriptive Text for the Second Grade Students of Junior High School”.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Kebumen, 05 Oktober 2011
Kepala,

Drs. H. Khoironi Hadi, M. Ed
NIP. 19670822 199102 1 001



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01

10 Jan 2011

15 September 2011

Nomor : 1824/H.34.12/PP/IX/2011
Lampiran : --
Hal : Permohonan Izin Penelitian

Kepada Yth.

Kepala Sekolah
MTs N Model Kebumen 1
di Kebumen

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing Cartoon Flashcard as Media in The Teaching of Spoken Descriptive Text for The Second Grade Students of Junior High School

Mahasiswa dimaksud adalah :

Nama : HARDIKA MU'INATUL FITRIANA
NIM : 07202241048
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Tanggal Pelaksanaan : Bulan September s.d. Oktober 2011

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Drs. Suhaini M. Saleh, M.A.
NIM 10540120 197903 1 002

APPENDIX

I

**FIRST DRAFT OF
TEACHER MANUAL
BOOK**

TOPIC I: ANIMAL LIFE CYCLE

A. Preparation activities

- Teacher introduces animal life cycle.

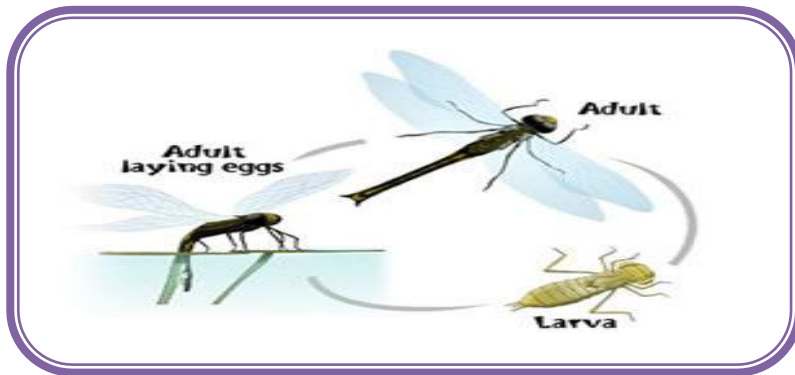
In this step, teacher does some activities as follows:

- Teacher shows animal life cycle video.



Animal Life Cycles.mp4

- Teacher asks students related to the video.
- Teacher and students discuss related to the video.
- Teacher asks students related to the cycles based on their experiences. The function is to find out their schemata related to this topic.



B. Core Activities

- Students read the story or the passage.

Passage: Life Cycles of Animals

Classifications:

A. Life Cycle of a Bird

Most animals come from eggs. The eggs are produced by the adult female. Many eggs contain everything needed to form a new animal. Many eggs have a shell or outer covering. The covering keeps the egg from drying out. It also protects the new animal growing inside. Bird eggs have a hard shell. When the animal has grown enough, it breaks out of the egg. This is called hatching. Here you can see how a chicken

hatches. The new chick quickly grows into an adult. The adult female can then lay eggs and the cycle continues.

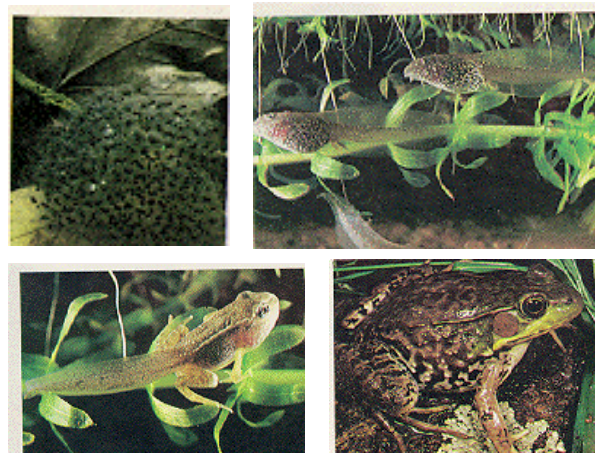


B. Life Cycle of a Frog

Many young animals look much like their parents. Others do not. In each stage of growth they become more like their parents. Look at the pictures and notice how the frog changes in each stage of growth.

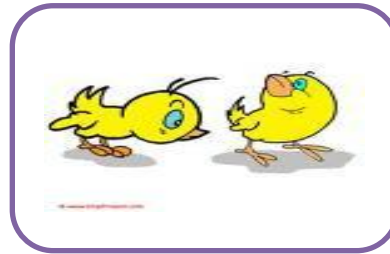
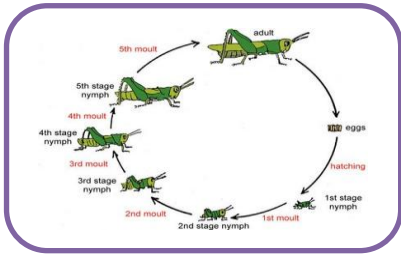
The frog's eggs are laid in water. The eggs have a jellylike covering and look like a mass of jelly in the water. Young frogs hatch from the eggs. A young frog, which looks like a small fish, is called a tadpole. Like fish, tadpoles have tails and breathe air from the water in which they live.

Gradually back and front legs form. The tail disappears. Finally lungs form in the young frog. It can no longer breathe in water. It must breathe in the air. The frog is then an adult. The adult female can lay eggs and the life cycle continues.



- Students identify the difficult word then teacher shows the cards.
The cards are to help students imagine what the topic talk about.

Example of the cards:









C. Follow up activities

- Students match the cards and the description.

This is the first step to attract students doing activities after telling the each card.

➤ Firstly, students are asked to match the cards and the situation below:

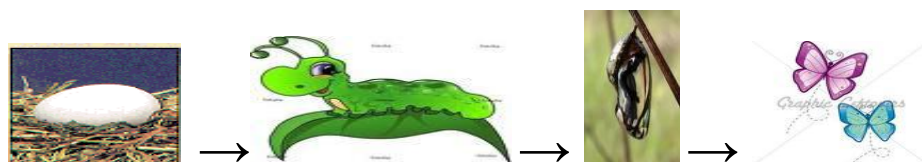
Pictures	Definitions
	a. Third step in the butterfly cycle. It is called pupa or cocoon.
	b. It is the first step of some cycles. It is called egg.
	c. It is the final step of certain cycle. It is called chicken.
	d. It is a beautiful and colourful animal. It is called butterfly.

	e. It is a chick.
	f. It is the second step of butterfly's cycle. It is called caterpillar

- Secondly, ask them to make animal cycle based on the cards they have.

For example:

Butterfly life cycle:



Thirdly, ask them to describe it in a simple spoken description.

- Students do swap shop.

Aims : skill – speaking

Language – offering something, expressing interest, describing objectives.

Level : intermediate

Organization : in pairs

Procedure : Step 1- each pair receive a role card (e.g. butterfly life cycle)

Step 2 – each pair should compile a complete cycle by asking each shop (other students be a shop keeper who have certain step of cycle)

Step 3 – the pair who complete the cycle first, they are the winner.

Expression:

Do you have this step (caterpillar)?

- Teacher and students do info gap.

Aims : skill – speaking

language – greeting, asking someone's name, asking their favorite pet.

Level : intermediate

Organization : in pairs

Procedure : Step 1- each pair receive a couple of situational card.

Step 2 – each student ask their partner the information that is not exist in their card.

Step 3 – the pair who complete the information first, they are allowed to perform it in front of the class.

Expression:

Greeting : good morning, good afternoon, good evening.

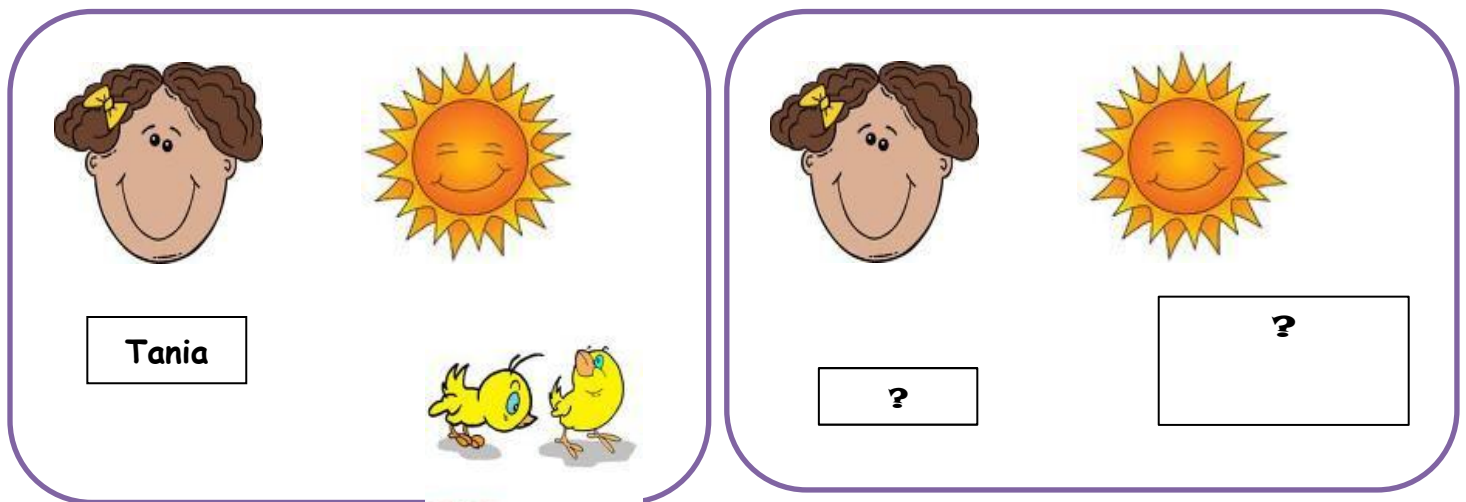
Asking name : what is your name?

What is her name?

What is his name?

Asking pet : What is your favorite pet?

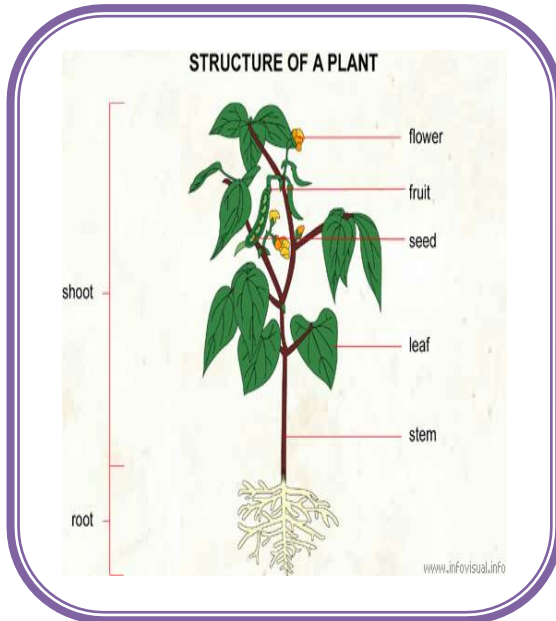
How is the life cycle of it?



TOPIC II: PART OF PLANT

A. Preparation activities

- Teacher introduces parts of plant.
 - Teacher shows the full part of plant as a sample and introduction.



- Teacher also shows simple PP slide.
 - Ask students about their opinion.
- Teacher asks students related to the parts of plant they have.
 - Ask one of student to draw their plant at whiteboard.
 - Ask students to give number some parts of plant they have known.

B. Core Activities

- Students read the story or the passage.
 - Lead students to read the passage carefully. Then, ask them to identify some difficult words.

BIOLOGY OF PLANTS

Plants are alive, just like people and animals. How do we know this? Living things all do certain things:

- *They grow and die.*
- *They need energy, nutrients, air, and water.*
- *They produce young.*
- *They are made up of cells.*
- *They react to what's around them.*



- Divide students into two groups, and then lead them to give opinion related to the text.
In the next step, help them to differ between plant and human.
- First, give them time to make discussion then one of the students share their group opinion.

What Do Different Plant Parts Do?

Roots

Roots act like straws absorbing water and minerals from the soil. Tiny root hairs stick out of the root, helping in the absorption. Roots help to anchor the plant in the soil so it does not fall over. Roots also store extra food for future use.

Stems

Stems do many things. They support the plant. They act like the plant's plumbing system, conducting water and nutrients from the roots and food in the form of glucose from the leaves to other plant parts. Stems can be herbaceous like the bendable stem of a daisy or woody like the trunk of an oak tree.

Leaves

Most plants' food is made in their leaves. Leaves are designed to capture sunlight which the plant uses to make food through a process called photosynthesis.

Flowers

Flowers are the reproductive part of most plants. Flowers contain pollen and tiny eggs called ovules. After pollination of the flower and fertilization of the ovule, the ovule develops into a fruit.

Fruit

Fruit provides a covering for seeds. Fruit can be fleshy like an apple or hard like a nut.

Seeds

Seeds contain new plants. Seeds form in fruit

- Students identify the difficult word then teacher shows the cards.
- After that, students write the name of plant part drawn by volunteer in the first step.

C. Follow up activities

- Students do snake and ladder
 - Teacher divides students into four groups.
 - Each group has to present one person as leader.
 - Each leader play the game and then other participants help the leader to make sentence based on the word chosen.

- Teacher and students do info gap

Aims : skill – speaking

language – greeting, asking someone's name, asking their come from.

Level : intermediate

Organization : in pairs

Procedure : Step 1- each pair receive a couple of situational card.

Step 2 – each student ask their partner the information that is not exist in their card.

Step 3 – the pair who complete the information first, they are allowed to perform it in front of the class.

Expression:

Greeting : good morning, good afternoon, good evening.

Asking name : What is your name?

What is her name?

What is his name?

Asking addres: Where do you come from?

What is the national emblem of your country?



white	92	93	grass	95	96	97	98	99	banana
plant	pot	83	84	85	86	87	88	89	field
71	72	73	74	75	branch	77	78	79	bad
61	62	63	fruit	65	66	67	68	favorite	70
mango	52	53	54	55	56	seed	yellow	59	part
41	42	43	44	45	flower	47	colour	49	50
31	brown	33	34	35	36	37	what	39	40
orchid	22	red	24	25	blue	27	28	green	orange
tree	12	13	14	15	16	17	18	19	rose
1	flower	root	leaf	jasmine	6	flower	8	9	10

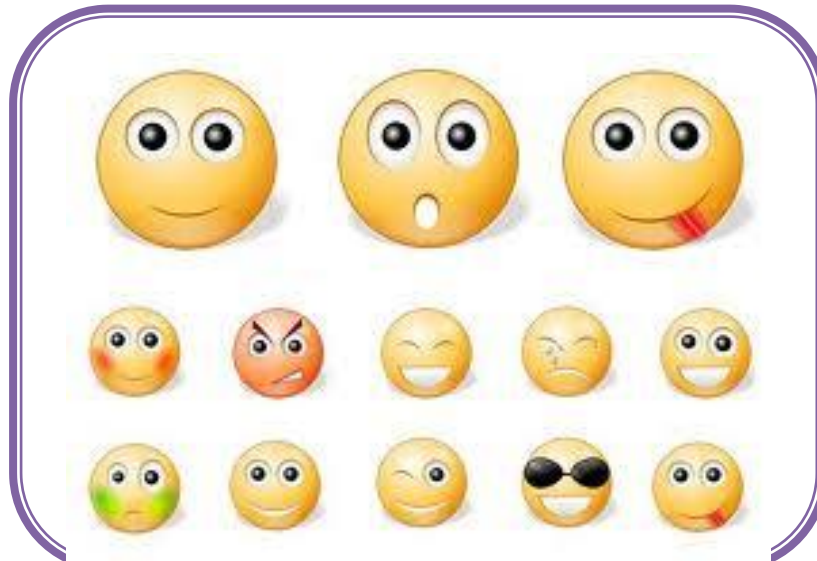
SNAKE

LADDER

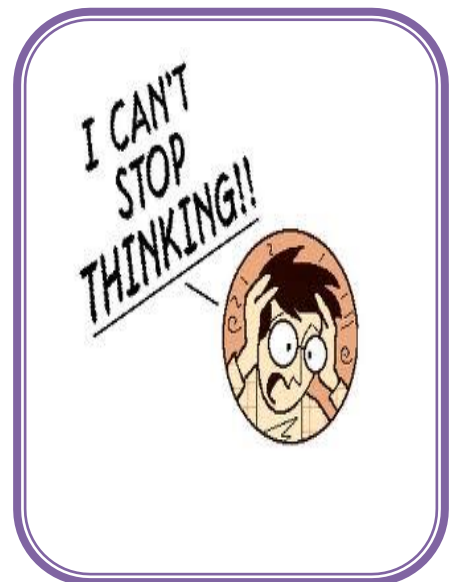
TOPIC III: FRIENDSHIP

A. Preparation activities

- Teacher introduces some expressions of certain feeling.
 - Teacher draws some emoticon to tell the topic in that day.



- Teacher shows some cards that show someone's feeling.



- Teacher makes some situation then asks them what they feel about that situation.

Example of situation:

Your little brother went to market at 9 a.m. She would buy some book.

Until now, she does not go home, yet.

What do you feel?

- Teacher asks students related to their activities and their feeling when do the activities.
 - Teacher asks students about their unforgettable experiences and their feeling related to that situation. Teacher can start it by giving an example of teacher's experience first.

B. Core Activities

- Students read the story or the passage.

SMS - Express Your Feelings Through Text Messaging

Sending SMS is a great way to express you love and care to somebody. If somebody is living far away from sending a text message is a best method to be in contact with your loved one. You can find lot of messages filled with love on several websites. You can even customize these messages according to your needs. So don't worry about the ways of showing love to your friends and relatives as there are thousands ways to do that. You can impress anyone by sending few lines on a special day in his life. In today's world everybody is busy and has no time for others. Take out some time from your busy schedule select a beautiful message and send it to somebody who is special for you. With the help of small acts you can show your affection to the people around you.

(<http://ezinearticles.com/?SMS---Express-Your-Feelings-Through-Text-Messaging&id=1079742>)

- Students identify the difficult words then discuss it together.

- Teacher gives a card for students to write down their short story to their chair mate about their feeling.

Example:

Dear Santi,

I want to share my story for you.

Two days ago, my grandmother dead. I am very sad.

I love her so much.

Siska

Dear Siska,

I have very good news for you. I won a speech contest competition yesterday.

I am very happy.

Santi

C. Follow up activities

- Students do short dialogue.

- Aims : skill – speaking
language – greeting, asking someone's feeling, asking their reason.

- Level : intermediate

- Organization : in pairs

Procedure :

Step 1- each pair receive a couple of situational card.

Step 2 – each student ask their partner's feeling and the reason of that feeling.

Step 3 – the pair who complete the information first, they are allowed to perform it in front of the class.



Expression:

S1: Are you **sad** (upset, depressed)?

S2: Yes, I am. (Or: No, I'm not.)

S1: Are you **sad** because **your best friend is moving to another city?**

S2: Yes, I am. (Or: No, I'm not.)

- Students do Express it!

- Aims : skill – speaking
- Level : intermediate
- Organization : in group

Procedure :

Step 1- each group receive four emotional card.

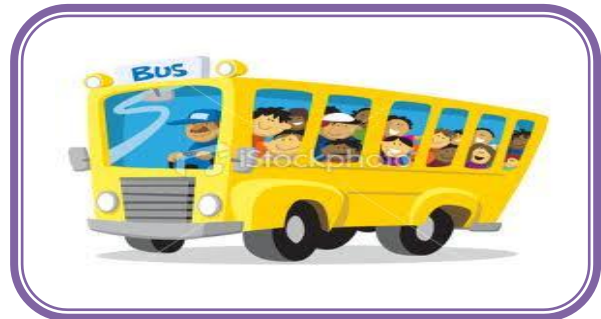
Step 2 – one of member of group express it by pantomime. .

Step 3 – other members of group guess the feeling.

TOPIC IV: TRAVEL

A. Preparation activities

- Teacher introduces modern and traditional transportation.
 - Teacher shows some pictures of transportation.
 - Teacher asks students to define them between traditional and modern transportation.



- Teacher asks students related to their experiences used modern or traditional transportation.

B. Core Activities

- Students read the story or the passage.

Traditional & Modern Public Transport in Jakarta

Bright orange and noisy ... easily describes a bajaj. These traditional transportation vehicles became popular in India where they were developed with Vespa and later imported to and built in Indonesia. Similar vehicles are known as rickshaw in Africa, Tuk-Tuk in Thailand and MotoTaxi in Peru. With an estimated 20,000 *bajaj* in Jakarta, it is evident they are very popular here too!

Bajaj seat two passengers comfortably and up to five passengers - depending on the size of the passenger of course. Their areas of operation are limited to one mayoralty in the city. On the side of the driver's doors you'll see a big circle in which the area is designated ... Jakarta Barat, Jakarta Pusat, etc., with a different color for each mayoralty. The drivers are not allowed to go out of their area and aren't allowed onto many main roads, so routes may be a bit circuitous.

Fare determination is by bargaining. It's always best to ask an Indonesian what they would pay for a trip to a particular destination from your point of departure, and then bargain and pay accordingly.

- Teacher asks one of student to read the passage.
- Other students are written difficult words in the passage.
- Teacher and students discuss about the transportation in the passage is refer to traditional or modern, and then asks students to discuss other traditional and modern transportation in Jakarta.

C. Follow up activities

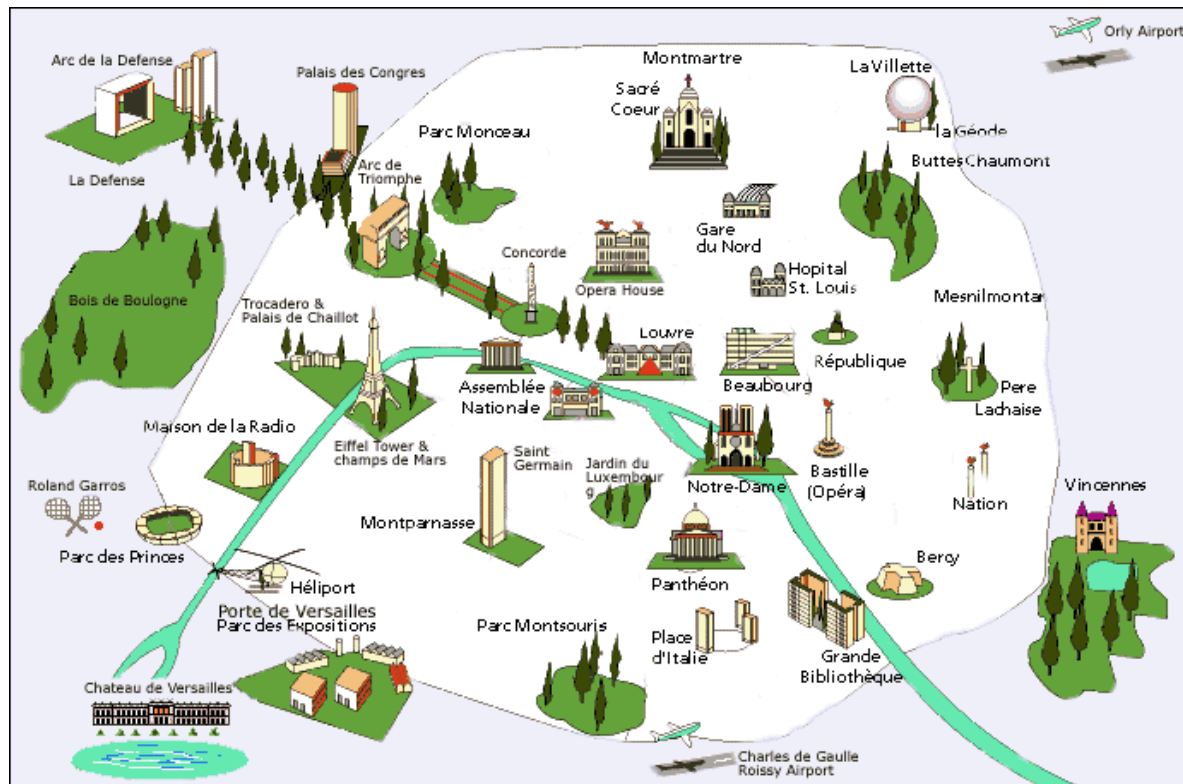
- Students do give me direction.

- Aims : skill – speaking
language – greeting, asking certain area, asking certain direction to go to that area.
- Level : intermediate
- Organization : group
- Procedure

Step 1- each group receive one simple map and some question about the map.

Step 2 – each group has time to discuss the appropriate respond of these questions.

Step 3 – two students chosen by teacher then practice it by asking and responding the questions



Situation:

Arnout got lost. He didn't understand the area. He would visit his friend in that city. Help him to know where he is and to find the right way and transportation to go there.

Questions:

- 1) Where am I? (Bastille Opera)
- 2) Where is La Defense? (Near what building)
- 3) Is it far/near from here?
- 4) How do you get there?

Answers:

- 1) Now, you are at.....
- 2) That building near.....
- 3) It is far/quite far/near.
- 4) You can go there by.....

(i)

A Excuse me. Can you tell me where South Street is, please?

B Take the second on the left and then ask again.

A Is it far?

B No, it's only about five minutes' walk.

A Many thanks.

B Not at all.

(ii)

Excuse me, please. Could you tell me the way to the station?

Turn round and turn left at the traffic-lights.

Will it take me long to get there?

No, it's no distance at all.

Thank you.

That's OK.

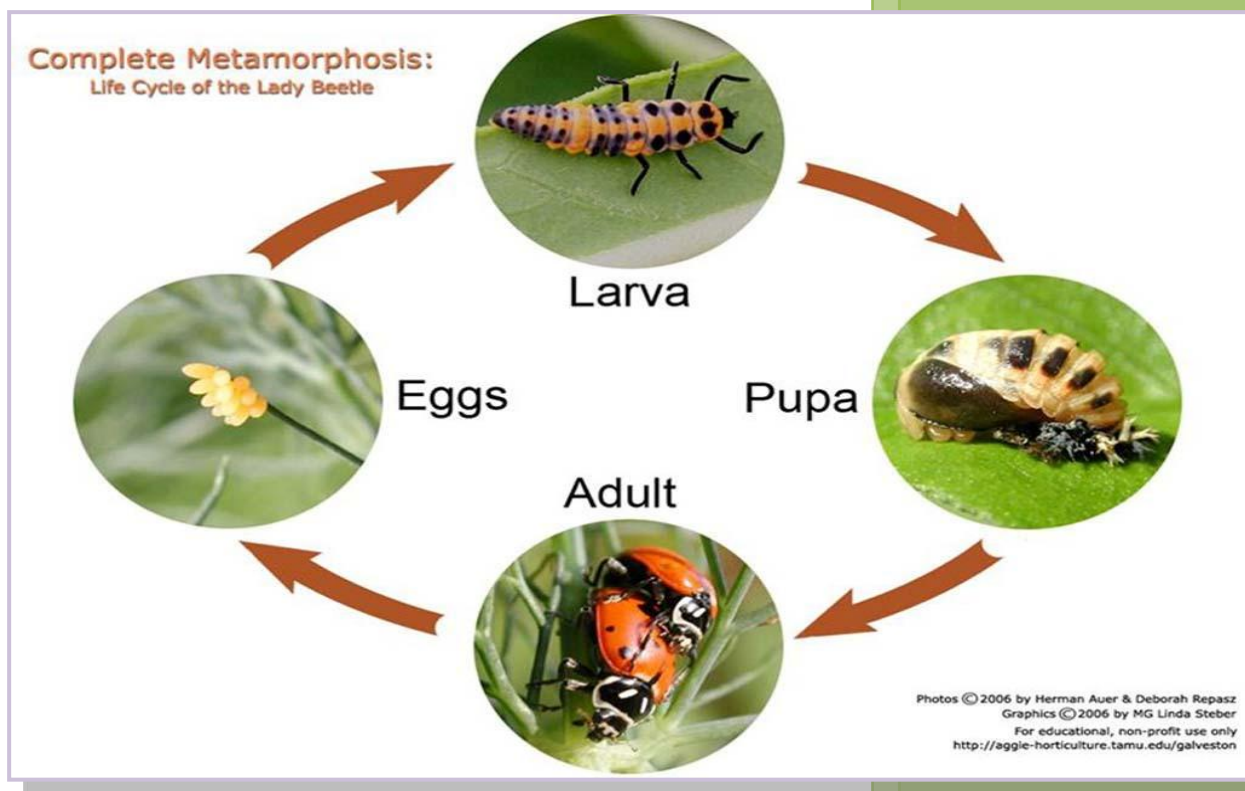
APPENDIX

J

**FINAL DRAFT OF
TEACHER MANUAL
BOOK**

Unit 1

ANIMAL LIFE CYCLE



Pic. 1.1

LEARNING OBJECTIVES

Learners are able to:

- Describe animal life cycles.
- Introduce themselves and others.









LEADS IN

1. Ask your students, if they know an animal's life cycle?
2. What is the animal? Then ask them to exchange their experiences.
3. Show the video then ask students' opinion.

Activity 1

Ask students to read the passage of animal life cycle below. Pay attention to the difficult words. Then match the following pictures with their explanations.

Pictures	Explanations
	a. Third step in the butterfly cycle. It is called pupa or cocoon.
	b. It is the first step of some cycles. It is called egg.
	c. It is the final step of particular cycle. It is called chicken.
	d. It is a beautiful and colourful animal. It is called butterfly.

	<p>e. It is a chick.</p>
	<p>f. It is the second step in butterfly's life cycle. It is called caterpillar</p>

Life Cycle of a Bird

Most animals come from eggs. The eggs are produced by the adult female. Many eggs contain everything needed to form a new animal. Many eggs have a shell or outer covering. The covering keeps the egg from drying out. It also protects the new animal growing inside. Bird eggs have a hard shell. When the animal has grown enough, it breaks out of the egg. This is called hatching. Here you can see how a chicken hatches. The new chick quickly grows into an adult. The adult female can then lay eggs and the cycle continues.



(<http://www.eriesd.org/LessonPlans/LifeCycle/animals.htm>)

Life Cycle of a Butterfly

Opening
Statement

The butterfly has four stages of growth.

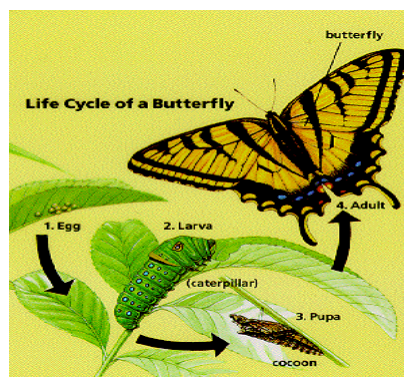
The egg is the first stage of growth. Insect eggs may be laid almost anywhere. Often they are on leaves or other food the insects can eat after they hatch. After hatching, the young insect is called a larva. A larva is the second stage of growth. A larva is always hungry.

After a certain time, a larva stops eating. Then it makes a covering for itself. The covering is usually hard. Now the insect is called a pupa. A pupa is the third stage of growth. Inside the covering, the pupa slowly changes. When the changes are complete, the adult insect comes out. This is the fourth stage of growth.

A series of
paragraphs
about the
subject

A conclusion
signalling
the end of
the report

Now the insect looks the same as other adults of its kind. The adult female can lay eggs and the cycle begins again.
(<http://www.eriesd.org/LessonPlans/LifeCycle/animals.htm>)



Pic. 1.2

Activity 2

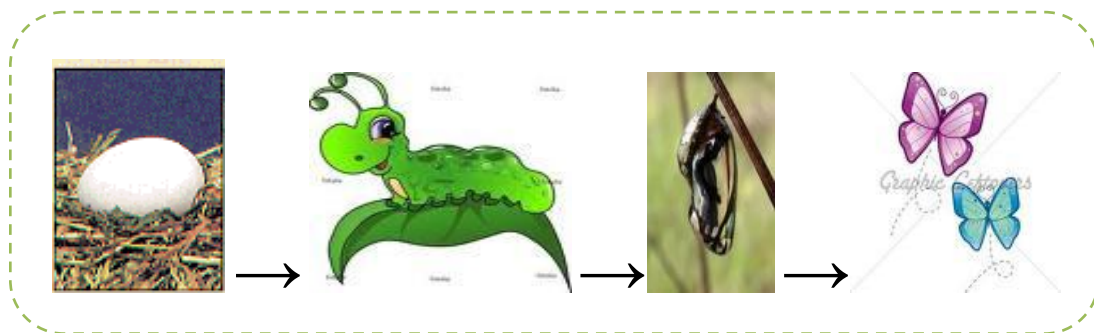
Ask your students about their pet. Then let them to fill in blank space.

Example:



My favorite butterfly

I have a pet. It is very beautiful. I call it butti. It is a very beautiful butterfly. It has colourful wings. I put it in my small garden behind my house. I can see it whenever I want. I know that butterfly has life cycle. The first step is egg. After being an egg, that egg transforms into caterpillar. That caterpillar also transforms into pupa. Then, the last step is butterfly. That is my favorite step. Now, I have many butterflies. I love them so much.



Pic. 1.3

My favorite butterfly

Now, I have many butterflies. I _____ them so much.

I _____ a pet. It is very _____. I call it butti. It is very beautiful butterfly. It _____ colourful wings. I put it in my small garden behind my house. I can _____ it whenever I want.

I _____ that butterfly also has life cycle. The first step is _____. After being an egg, that egg transforms into _____. That caterpillar also transforms into _____. Then, the last step is _____. That is my favorite step.

egg	sad	butterfly
caterpillar	know	
beautiful	love	
see	have	
pupa	has	

After doing Activity 2, instruct them to rearrange the structure of the passage into a good paragraph.

Activity 3

My Gardenia Manual Book | *English for Second Grade Student*

Still working with the life cycle cards, ask your students to complete simple life cycle of an animal.

Aims : skill – speaking

Language – offering something, expressing interest, describing objectives.

Level : intermediate

Organization : in pairs

Material : a series of cards
a checklist paper

Procedure :

A: Good morning.

B: Good morning.

A: Would you like a caterpillar?

B: No thank you.

Are you having a pupa?

A: What is that?

B: It is the third stage of butterfly's cycle.

A: Ooo, I have. This is a pupa.

B: Thank you.

❖ Step 1- Each pair receives a role card (e.g. butterfly life cycle).

❖ Step 2 – Each pair should compile a complete cycle by asking each shop. (Another student will be a shop keeper who has certain steps of cycle.)

❖ Step 3 – The pair who completes the cycle first is the winner.

Expressions':

Offering Something	Expressing Interest	Describing Objectives
Would you like a (pupa) ? (+) Yes, I will. (-) No, thank you.	Are you having a pupa? Can I get a pupa?	It is the first stage of butterfly's cycle.

TEXT COMPONENT

Definition : A descriptive text is a text which lists the characteristics of something

Features : The topic is usually about the attributes of a thing.

Third person pronoun forms are used.

Examples :

- Requirements for employment
 - The appearance of a person
 - The details of a location
- (Anderson: 2003)

Activity 4

Pair work

Ask your students to do the following 'information gap'. The procedure of the game is as follows:

Aims : skill – speaking
language – greeting, asking someone's name, asking their favorite pet.

Level : intermediate

Organization : in pairs

Material : a series of cards

Flannel board

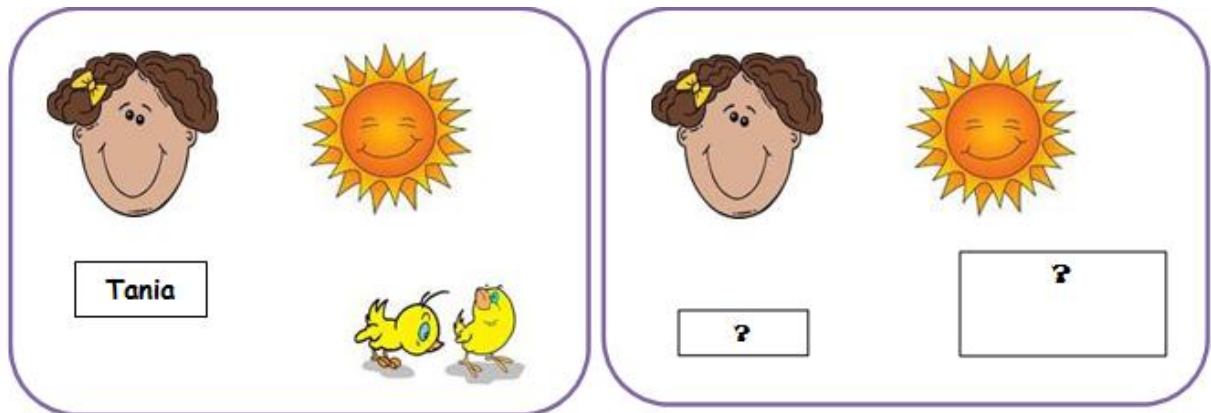
Procedure :

- ❖ Step 1- each pair receives a couple of situational card.
- ❖ Step 2 – each student asks their partner the information that is not given in their card.
- ❖ Step 3 – the pair who completes the information first is asked to perform in front of the class.

Expressions':

Greeting	good morning, good afternoon, good evening.
Asking name	what's your name?
	What's her name?
	What's his name?
Asking pet	What's your favorite pet?
	Can you tell me your pet's life cycle?

Example:



A : Good morning.

B : Good morning.

A : What's your name?

B : My name's Tania.

A : What's your favorite pet?

B : My favorite pet is chicken.

A : Can you tell me the chicken's life cycle?

B : Sure, the chicken's life cycle starts from egg, chick, then chicken.

A : Thank you.



GLOSSARY

life cycle	noun	siklus kehidupan
shell	noun	tempurung
cover	noun	penutup, tempat berlindung
hatching	noun	penetasan
laid	verb	meletakkan
grow	verb	tumbuh
dry	adjective	kering





REFLECTION

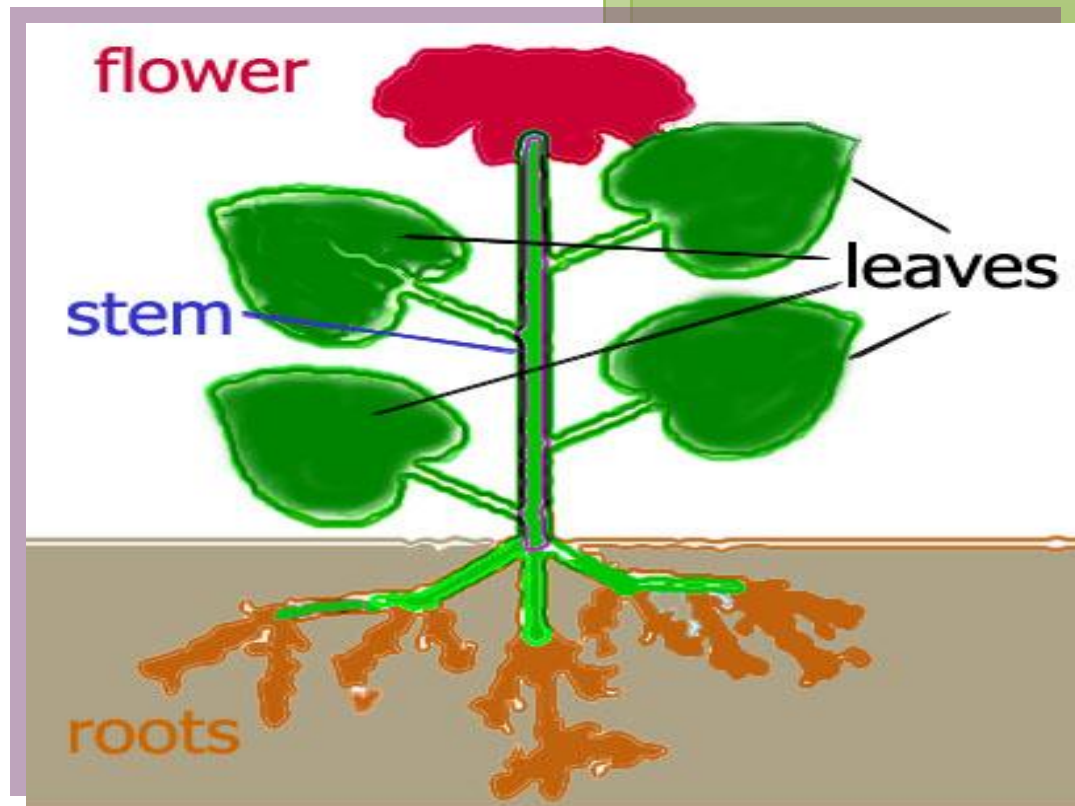
After class, what do you feel? Do you think that cartoon flashcards help you in the teaching and learning process or not? What is your suggestion?

Teacher's evaluation	Teacher's Suggestion



Unit 2

PARTS OF PLANT



LEARNING OBJECTIVES

Pic. 2.1

Learners are able to:

- Describe the plants and each part of it.
- Describe the similarities and differences of parts of the plant.



LEADS IN

1. Ask your students, have they observed parts of plant?
2. What are they? Then ask them to describe parts of plant they knew by drawing in the whiteboard.
3. Show the power point slide and then ask students' opinion.

Activity 1

Ask your students to read the passage below. Then, ask one of the students, randomly, to label the name of the part of a plant drawn by their friend.

What Do Different Plant Parts Do?

Roots

Roots act like straws absorbing water and minerals from the soil. Tiny root hairs stick out of the root, helping in the absorption. Roots help to anchor the plant in the soil so it does not fall over. Roots also store extra food for future use.

Stems

Stems do many things. They support the plant. They act like the plant's plumbing system, conducting water and nutrients from the roots and food in the form of glucose from the leaves to other plant parts. Stems can be herbaceous like the bendable stem of a daisy or woody like the trunk of an oak tree.

Leaves

Most plants' food is made in their leaves. Leaves are designed to capture sunlight which the plant uses to make food through a process called photosynthesis.

Flowers

Flowers are the reproductive part of most plants. Flowers contain pollen and tiny eggs called ovules. After pollination of the flower and fertilization of the ovule, the ovule develops into a fruit.

Fruit

Fruit provides a covering for seeds. Fruit can be fleshy like an apple or hard like a nut.

Seeds

Seeds contain new plants. Seeds form in fruit



Activity 2

Ask students to read the list of similarities between plant and people. Pay attention to the difficult words. Then divide your students into four groups to discuss differences between plant and people.

BIOLOGY OF PLANTS

Plants are alive, just like people and animals. How do we know this? Living things all do certain things:

- They grow and die.
- They need energy, nutrients, air, and water.
- They produce young.
- They are made up of cells.
- They react to what's around them.



Pic. 2.2

Activity 3

Divide your students into eight group. Ask your students to do the following snack and ladder game.

Aims : skill – speaking
Language –describing objectives.

Level : intermediate

Organization : in group of four

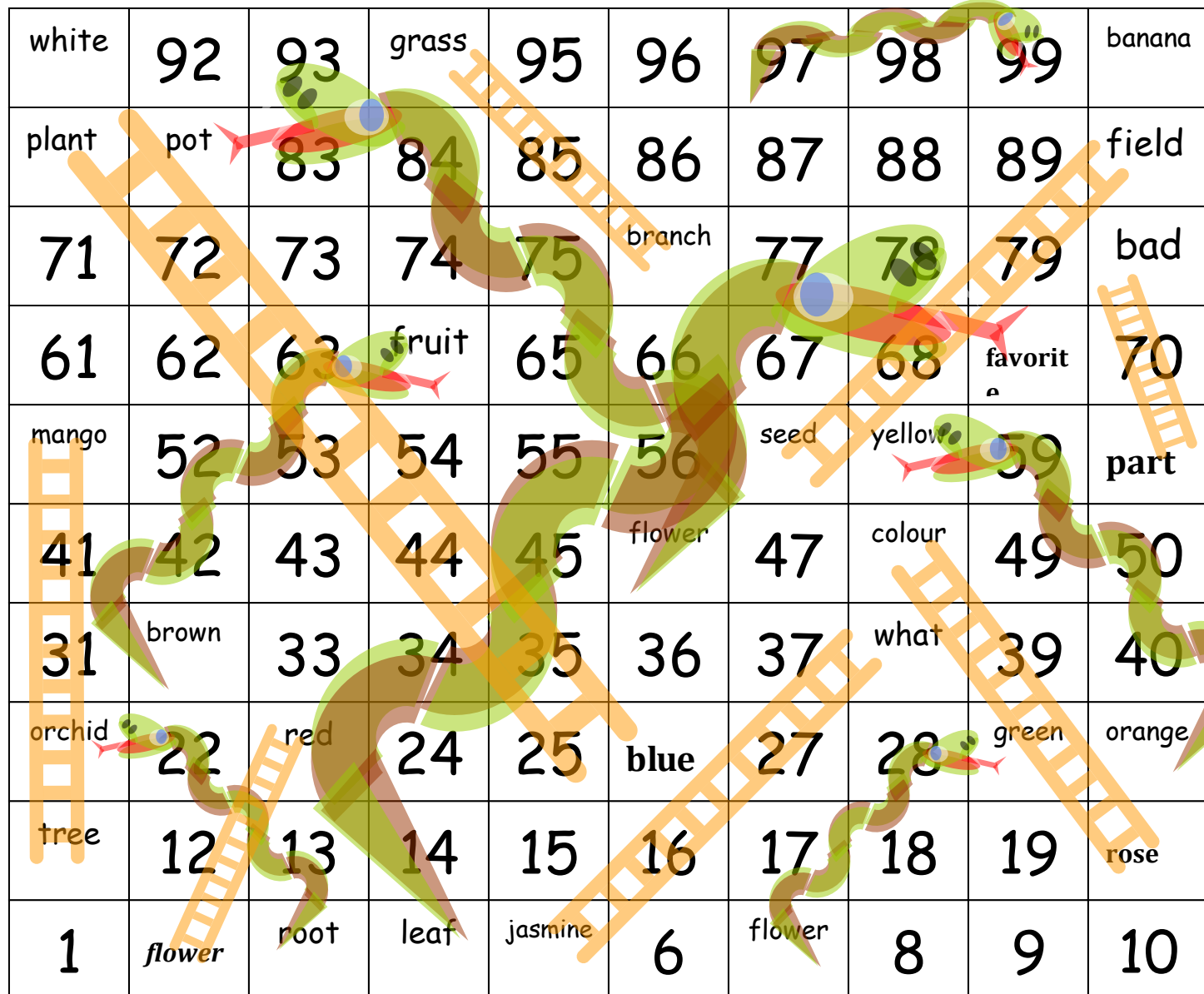
Material : a board of ladder and snake

Procedure :

- ❖ Step 1 - Each group receives a snake and ladder board.
- ❖ Step 2 – Each group should choose a leader.
- ❖ Step 3 – Each student should makes a sentence based on the word chosen.

Example :

Words	Sentences
grass	The colour of grass is green.
flower	My favorite flower is rose.



SNAKE

LADDER

Pic. 2.3

INTERMEZZO

- Both Plants and Humans are living organisms
- Both Plants and Humans need things to keep them living
- Plants - sunlight, Carbon Dioxide, and water
- Humans - Calories, Oxygen, and water
- Both produce substances that keep the other living
- Plants produce oxygen which humans breathe in, in return humans breath out carbon dioxide for plants to create oxygen as a byproduct of Photosynthesis

(<http://answers.yahoo.com/question/index?qid=20080228173105AALnwg6>)

Activity 4

Pair work

Ask your students to do the following information gap. The procedure of the game is as follows:

Aims : skill – speaking
language – greeting, asking someone's name, asking their favorite

pet.

Level : intermediate

Organization : in pairs

Material : a set of cards
Flannel board

Procedure :

- ❖ Step 1- Each pair receives a couple of situational card.
- ❖ Step 2 – Each student asks their partner the information that is not given in their card.
- ❖ Step 3 – The pair who completes the information first is asked to perform in front of the class.

Expressions':

Greeting	good morning, good afternoon, good evening.
Asking name	what's your name?
	What's her name?
	What's his name?
Asking	Where do you come from?
country	What is your national flag's colour?

Example:



A : Good morning.

B : Good morning.

A : What is your name?

B : My name Ronaldinho.

A : Where do you come from?

B : I come from Brazil.

A : What is your national flag's colour?

B : My national flag's colour are blue, yellow, and green..

A : Thank you.


GLOSSARY

Both	Adjective	keduanya
Sunlight	Noun	cahaya matahari
Human	Noun	manusia
Breath	Verb	bernapas
Nutrient	Noun	bahan gizi
Cell	Noun	sel
Daisy	Noun	bunga
Absorbing	Noun	penyerapan
Plumbing	Noun	Pengaliran air, udara
Pollination	Noun	penyerbukan
Fertilization	Noun	kesuburan
reproductive	Adjective	daya untuk reproduksi
Fleshy	Adjective	lunak
store	Verb	menyimpan
Trunk	Noun	batang
Oak	Noun	pohon



**REFLECTION**

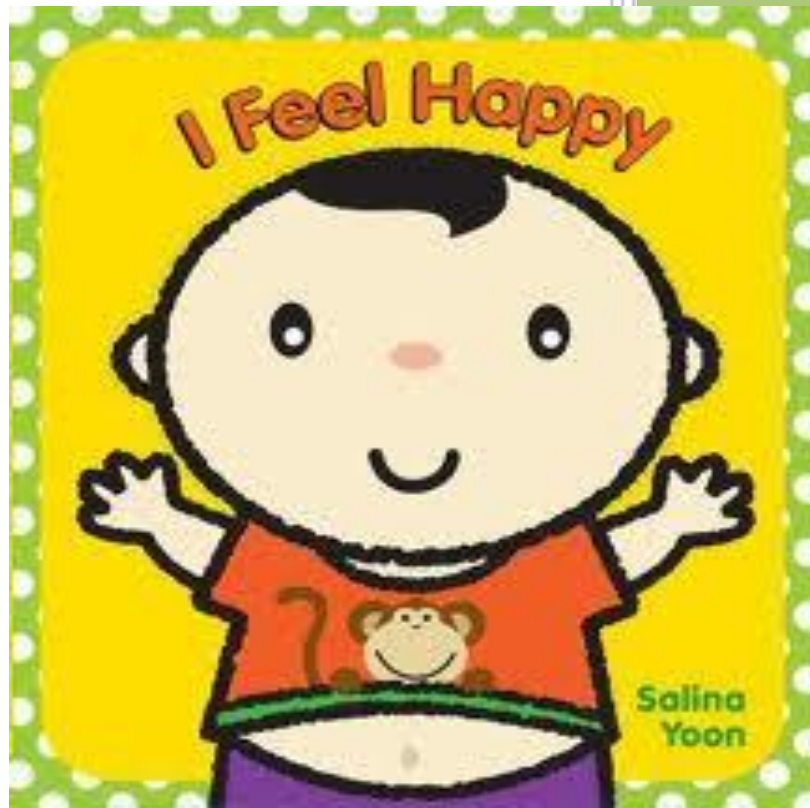
After class, what do feel? Do you think that cartoon flashcards help you in the teaching and learning process or not? What is your suggestion?

Teacher's evaluation	Teacher's Suggestion



Unit 3

FRIENDSHIP



LEARNING OBJECTIVES

Learners are able to:

- Describe someone's feelings.
- Describe someone's activities as part of their hobby .

Pic. 3.1






LEADS IN

1. Ask your students, what are their feelings today?
2. Ask them how they feel that way.
3. Show slides of power point and then ask students' opinions.

Activity 1

Ask students to identify the situational cards below. Pay attention to the words describing the feeling. Then ask them to answer the questions.

WHAT DO YOU FEEL?

Situation	Feeling
	
	
	

<p>You have a lot of things to do. After finishing all of things then you go to bed early.</p> <p>What do you feel?</p>	
<p>Your friend borrowed your dictionary. This morning she said that the dictionary was lost.</p> <p>What do you feel?</p>	
<p>When you get your report, there are two scores of 5 in your report.</p> <p>Last week, you studied hard for the test.</p> <p>What do you feel?</p>	



Activity 2

Ask your students about their unforgettable experiences. Then ask them to read the passage. After that, ask them to make a short message to share their feeling.

SMS - Express Your Feelings through Text Messaging

Sending SMS is a great way to express your love and care to somebody. If somebody is living far away from you, sending a text message is a best method to be in contact with your loved one. You can find a lot of messages filled with love on several websites. You can even customize these messages according to your needs. So don't worry about the ways of showing love to your friends and relatives as there are thousands of ways to do that. You can impress anyone by sending a few lines on a special day in his life. In today's world, everybody is busy and has no time for others. Take out some time from your busy schedule, select a beautiful message, and send it to somebody who is special for you. With the help of small acts, you can show your affection to the people around you.

(<http://ezinearticles.com/?SMS---Express-Your-Feelings-Through-Text-Messaging&id=1079742>)

An example of a short message:

Dear Santi,

I want to share my story for you.

Two days ago, my grandmother died. I am very sad.

I love her so much.

Siska

Dear Siska,

I have a very good news for you.

I won a speech contest competition yesterday.

I am very happy.

Santi

Procedure:

1. Ask the students their feeling.
2. Ask them to write their feeling in a short message.
3. Randomly, ask the students to read

Dear

Love,

Dear

Love,

Activity 3

Divide the students into eight groups. Distribute situation cards and ask them to do pantomime to express particular feeling.

- Aims : skill – speaking
- Level : intermediate
- Organization : in group

Procedure :

Step 1- each group receive four emotional card.

Step 2 – one of member of group express it by pantomime. .

Step 3 – other members of group guess the feeling.



INTERMEZZO

There are a number of steps you can do to share our feelings with someone.

- Find someone such as a good friend who you can trust and with whom you can share your feelings.
- Join a support group.
- Open up and be genuine when you talk to your friends. Don't keep a 'stiff upper lip'.
- If necessary cry. Crying is a great tension reliever.

Activity 4

Pair work

Ask your students to do the following information gap. The procedure of that game is as follows:

Aims : skill – speaking

Language – greeting, asking their feeling, asking their reason.

Level : intermediate

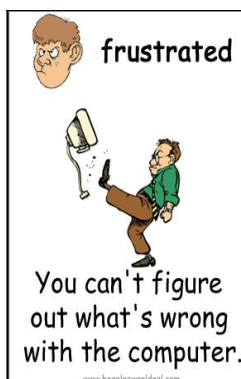
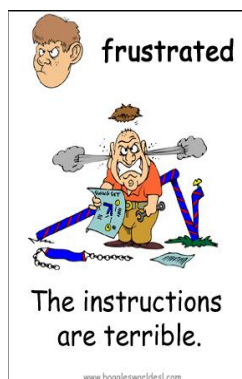
Organization : in pairs

Material : a set of cards

Procedure :

- ❖ Step 1- Each pair receives a couple of situational card.
- ❖ Step 2 – Each student ask their partner the information of their feeling and their reason.
- ❖ Step 3 – The pair who finish the dialogue first, they are asked to perform it in front of the class.

Example:



S1: Are you **happy** (elated, enjoyed)?

S2: Yes, I am. (Or: No, I'm not.)

S1: Are you **happy** because **you got a great report card**?

S2: Yes, I am. (Or: No, I'm not.)

GLOSSARY

great	adjective	bagus, tepat
worried	adjective	khawatir
far away	adjective clause	jarak jauh
best method	adjective clause	cara terbaik
in contact	prep clause	dalam berkomunikasi
way	noun	cara
relatives	noun	keluarga
somebody	noun	seseorang
several	noun	beberapa
according	noun	menurut
needs	noun	keinginan, kebutuhan
lines	noun	pesan
schedule	noun	jadwal
help	noun	pertolongan
acts	noun	aksi, tindakan
affection	noun	kasih sayang, cinta kasih
express	verb	mengekspresikan
love	verb	mencintai
care	verb	peduli
live	verb	tinggal
find	verb	mencari
customized	verb	menyesuaikan

show	verb	menunjukkan
impress	verb	memberi kesan
take out	verb	sisihkan, ambil
select	verb	memilih
around	adverb	sekitar

REFLECTION

After class, what are feel? Do you think that cartoon flashcards help you in the teaching and learning process or not? What is your suggestion?

Teacher's evaluation	Teacher's Suggestion

Unit 4

TRAVEL



LEARNING OBJECTIVES

Learners are able to:

- Identify modern and national transportation.
- Describe the direction how to go to particular place.

Pic. 4.1



LEADS IN

1. Ask your students, have they ever taken a particular transportation?
2. What was the transportation? Then ask them to tell their friends about the experience.

Activity 1

Ask students read the passage of traditional and modern transportation below. Pay attention to the difficult words. Then classify the transportation into traditional and modern vehicles.

Vehicle	Traditional	Modern
Bus		
Airplane		
Pedicab		
Bajaj		
Motorcycle		
Bycycle		
Andong		
Train		
Ship		
Taxi		

Traditional & Modern Public Transport in Jakarta

Bright orange and noisy easily describes a bajaj. These traditional transportation vehicles became popular in India where they were developed with Vespa and later imported to and built in Indonesia. Similar vehicles are known as rickshaw in Africa, Tuk-Tuk in Thailand and MotoTaxi in Peru. With an estimated 20,000 *bajaj* in Jakarta, it is evident they are very popular here too!

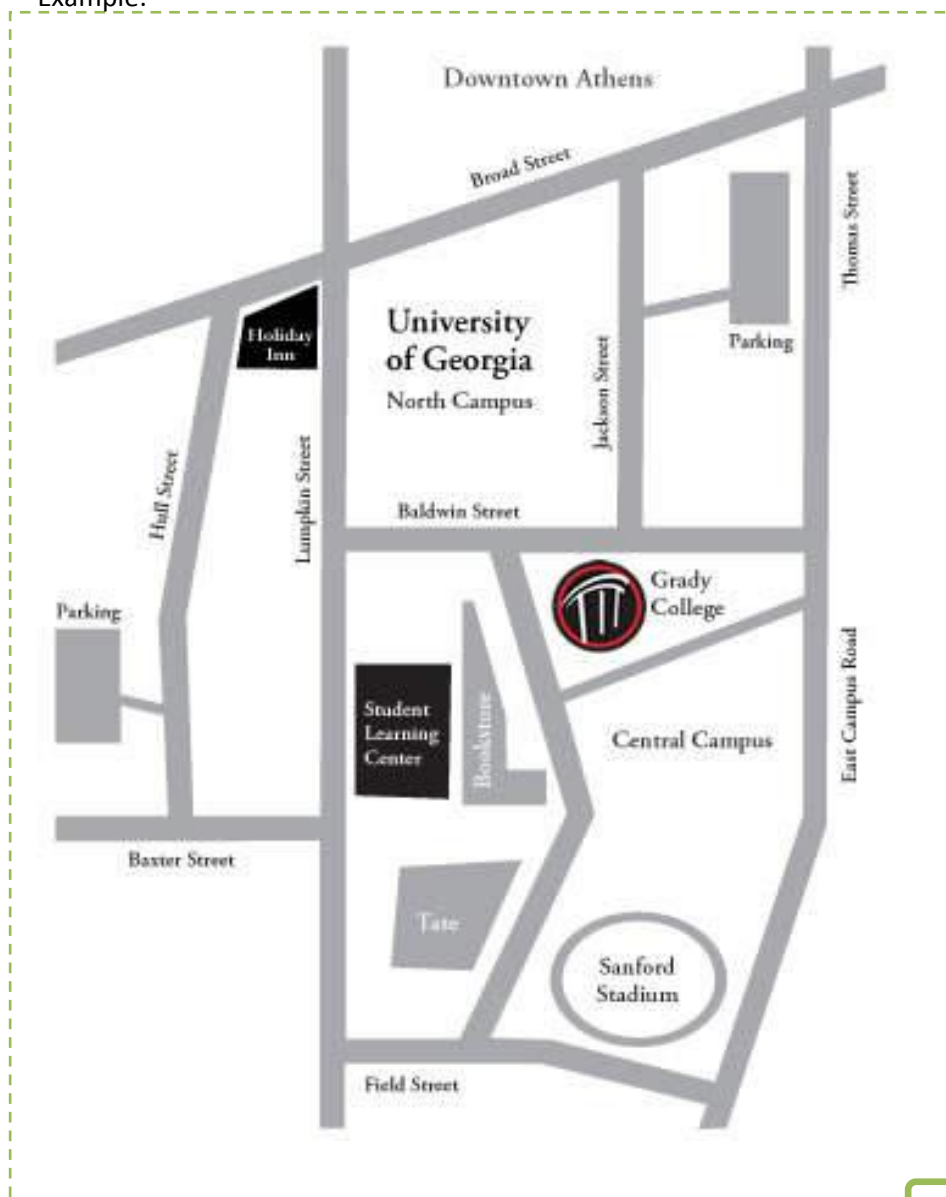
Bajaj seat two passengers comfortably and up to five passengers - depending on the size of the passenger of course. Their areas of operation are limited to one mayoralty in the city. On the side of the driver's doors you'll see a big circle in which the area is designated ... Jakarta Barat, Jakarta Pusat, etc., with a different color for each mayoralty. The drivers are not allowed to go out of their area and aren't allowed onto many main roads, so routes may be a bit circuitous.

Fare determination is by bargaining. It's always best to ask an Indonesian what they would pay for a trip to a particular destination from your point of departure, and then bargain and pay accordingly.

Activity 2

Ask your students to describe their transportation to go school by drawing a simple mapping.

Example:



Pic. 4.2

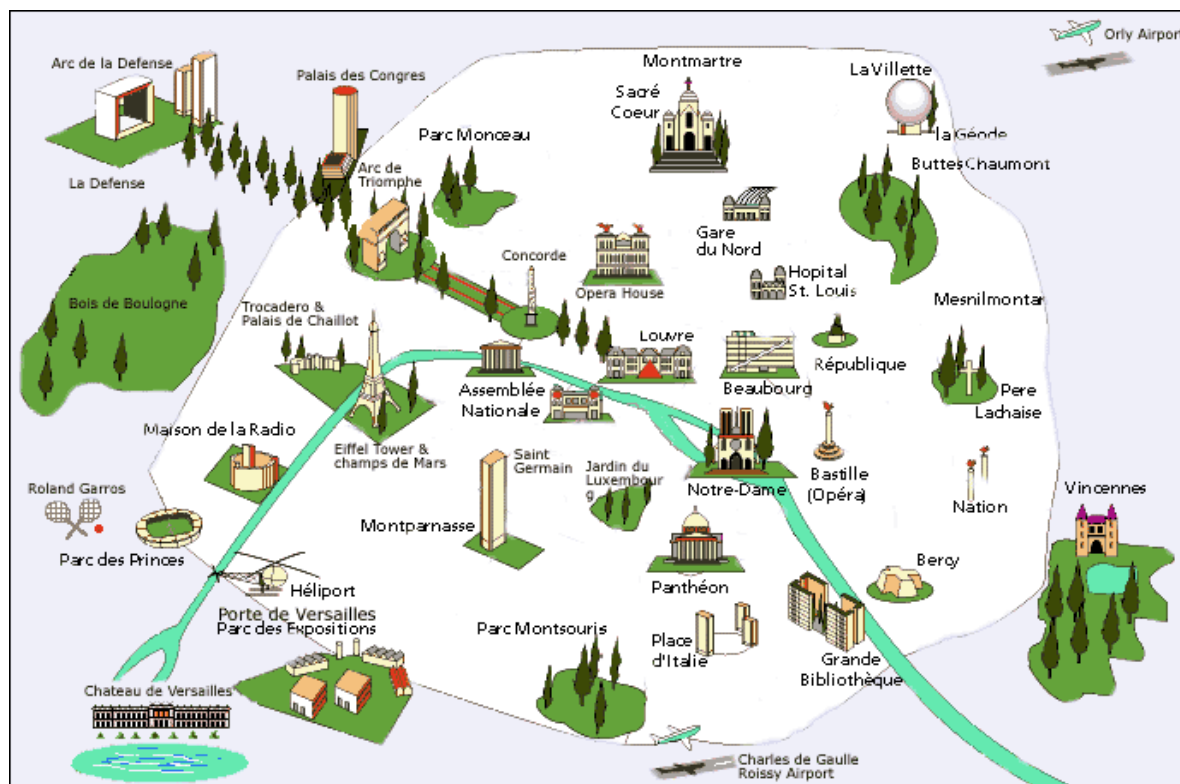
- Aims : skill – speaking
Language –describing objectives.
- Level : intermediate
- Organization : in a group of four
- Material : a picture of simple map
- Procedure :
- ❖ Step 1- Each group draws a simple map
 - ❖ Step 2 – Each group should change their map with another nearest group.
 - ❖ Step 3 – Each group should describe the map.
 - ❖ Expression:
My house is near my school. It is around 1 kilometer. I go to my school by bus.

Activity 3

Still working with the same group, ask them to answer the question based on the map given.

- Aims : skill – speaking
language – greeting, asking certain area, asking certain direction to go to that area.
- Level : intermediate
- Organization : group
- Material : a picture of simple map
a list of questions
handout
- Procedure
Step 1- Each group receive one simple map and some question about the map.
Step 2 – Each group has time to discuss the appropriate respond of these questions.

Step 3 – Two students chosen by teacher then practice it by asking and responding the questions.



Pic. 4.3

Situation:

Arnout got lost. He doesn't understand the area. He would visit his friend in that city. Help him to know where he is and to found the right way and transportation to go there.

Questions:

- 1) Where am I? (Bastille Opera)
- 2) Where is La Defense? (Near what building)
- 3) Is it far/near from here?
- 4) How do I get there?

Answers:

- 1) Now, you are at.....
- 2) That building near.....
- 3) It is far/quite far/near.
- 4) You can go there by.....

GRAMMAR

(i)

A Excuse me. Can you tell me where South Street is, please?

B Take the second on the left and then ask again.

A Is it far?

B No, it's only about five minutes' walk.

A Many thanks.

B Not at all.

(ii)

Excuse me, please. Could you tell me the way to the station?

Turn round and turn left at the traffic-lights.

Will it take me long to get there?

No, it's no distance at all.

Thank you.

That's OK.



GLOSSARY

bright	adjective	terang
vehicle	noun	kendaraan
evident	adjective	jelas
comfortably	adverb	dengan nyaman
limited	adjective	terbatas
routes	noun	rute
bargaining	noun	tawar-menawar
destination	noun	tujuan
fare	noun	ongkos, biaya
departure	noun	keberangkatan



**REFLECTION**

After class, what do you feel? Do you think that cartoon flashcards help you in the teaching and learning process or not? What is your suggestion?

Teacher's evaluation	Teacher's Suggestion



APPENDIX
K
REVISED LEARNING
KITS

COURSE GRID

**DEVELOPING LEARNING KITS FOR TEACHING SPOKEN DESCRIPTIVE TEXT FOR THE EIGHT GRADE STUDENTS OF MTsN MODEL KEBUMEN
1 IN THE ACADEMIC YEAR 2011/2012**

Standard of Competence	Basic Competence	Character	Language Function	Indicators	Materials	Students' Activities	Assessment		Time	Sources
Mengungkapk an makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar	1. Speaking Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.	<ul style="list-style-type: none"> Self-confidence Politeness 	<ul style="list-style-type: none"> Describing monologue descriptive text. 	1. Speaking <ul style="list-style-type: none"> Students are able to describe particular pet. 	<ul style="list-style-type: none"> Monologoue descriptive text: <ul style="list-style-type: none"> - My Lovely Puppies - My Lovely Gio - My Dog, Brownie - My Cute Funny Dog, Betty A set of pictures Video of people and pet Vocabulary cards. 	➤ Teacher Directed <ul style="list-style-type: none"> - Identifying some pictures of pets. - Matching the words with their meaning in Indonesia. - Repeating those words after the teacher. - Identifying the video about people and their pet. - Making summary of the video. 	Technique	Instrument	8 x35 menit	<ul style="list-style-type: none"> SI dan SKL Buku Teks BSE Scaffolding (2008), Pusat Perbukuan Depdiknas Harno's blog
					Example of the Expressions <ul style="list-style-type: none"> • I have a pet. • It is a cat. • Her name is Brownie. • She has a soft fur. • She does not like fish. • She has yellow eyes. 	➤ Guided Construction <ul style="list-style-type: none"> - Listening to audio entitled My lovely puppies. - Identifying the detailed information about the text. - Answering the questions about the text. - Identifying generic sturture of descriptive text 				

					<p>entitled My lovely Gio.</p> <ul style="list-style-type: none"> - Identifying generic structure of another descriptive text . - Listening to the expressions given by the teacher. - Repeating the expressions. 			
				<p>Key Grammatical Pattern Subject+V present +Object + Complement. I have a lovely pet.</p>	<p>➤ Independent Construction</p> <ul style="list-style-type: none"> - Identifying characteristics of monologue descriptive text. - Completing the monologue descriptive text. - Describing a particular pet given by the teacher. 			
					<p>Key Vocabulary I, have, a pet, named, Brownie, soft, fur, hair, brown, red, white, And so forth.</p>			

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTsN Model Kebumen 1
Kelas/semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Jenis Teks : Descriptive
Keterampilan : Berbicara (Speaking)
Alokasi Waktu : 8 x 35 menit (4 kali pertemuan)

A. STANDAR KOMPETENSI

Berbicara

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Berbicara

- 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

C. TUJUAN PEMBELAJARAN

Setelah melakukan serangkaian kegiatan, peserta didik dapat mengungkapkan makna teks dalam bentuk monolog pendek sederhana secara bermakna dan berterima dengan cara:

1. mampu mengungkapkan makna monolog pendek berbentuk deskriptif teks secara akurat, lancar, dan berterima;
2. mampu mendeskripsikan hewan piaraan **dengan santun dan percaya diri**;

Membuat monolog pendek sederhana berbentuk *descriptive* secara akurat, lancar, dan berterima tentang ciri-ciri hewan piaraan dan mendeskripsikannya dengan santun dan percaya diri.

D. MATERI AJAR

1. EXPRESSION

Asking for finding a pet

- I wonder if you can help me. I'm looking for my ...?
- A friend told me I might find some information here.

- Attention please, There was a lost pet. It is Mrs. Sakura's dog.

(to start a monologue text)

- It is a dog. Her name is Brownie. She is small, fluffy and cute.

(to describe general characteristic of pet)

- She has got thick brown fur.

(to describe pet's fur)

- She likes eating canned and dried food.

(to describe hobbies of pet)

- She usually doesn't do much meowing and eats less than usual.

(to describe pet's habits)

- If you found it, please contact the information center or Mrs. Sakura's number .

(to end a monologue text)

2. Kinds of adjectives

Different Kinds of Adjectives

Descriptive Adjective

Descriptive adjectives can be classified into different categories such as color, size, sound, taste, touch, shape, time, personality and age.

- **Colors as adjectives:**
Black, Blue, White, Green, Red
- **Sizes as adjectives:**
Big, Small, Large, Thin, Thick
- **Shapes as adjectives:**
Triangular, Round, Square, Circular
- **Qualities as adjectives:**
Good, Bad, Mediocre
- **Personality traits as adjectives:**
Happy, Sad, Angry, Depressed
- **Time as adjective:**
Yearly, Monthly, Annually

3. GRAMMAR

- Verbs (like, has, need, have, wear)
- Adjectives (sad, soft, red, yellow)

4. VOCABULARY

- Characteristics of particular pet
- Pets
- Pet's accessories

E. METODE PEMBELAJARAN

Communicative Language Teaching

F. KEGIATAN PEMBELAJARAN

PERTEMUAN I

1. Pendahuluan (10 menit)

- Berdoa
- Menjawab pertanyaan tentang bahan yang sudah dipelajari
- Menjawab pertanyaan tentang peristiwa sehari-hari yang berkaitan dengan bahan yang akan dipelajari
- Membahas tujuan pembelajaran
- Menyepakati kegiatan pembelajaran

2. Inti (50 menit)

- **BKOF (BUILDING KNOWLEDGE OF THE FIELD)**

- Mengidentifikasi kartu gambar yang dibagikan **dengan cermat** (Task One).
- Bekerja sama** dengan teman sebangku untuk menjodohkan arti kata-kata target dengan artinya (Task Two).
- Mendengarkan dan mengucapkan kata-kata target yang dicontohkan oleh guru **dengan santun** (Task Three).
- Mendengarkan teks deskriptif tentang hewan piaraan (Task Four).
- Bekerja secara individu** untuk menjawab pertanyaan tentang teks yang telah didengar (Task Five).

3. Penutup (10 menit)

- Membuat simpulan pelajaran dengan bimbingan guru.
- Melakukan refleksi tentang kegiatan yang telah dilaksanakan.
- Menerima umpan balik terhadap proses dan hasil pembelajaran.
- Mendapatkan tugas untuk membuat daftar ciri-ciri hewan piaraan.
- Mendapatkan informasi tentang pembelajaran pada pertemuan berikutnya.

PERTEMUAN II

1. Pendahuluan (10 menit)

- a. Berdoa
- b. Menjawab pertanyaan tentang bahan yang sudah dipelajari
- c. Membahas tugas rumah yang diberikan di pertemuan sebelumnya.
- d. Menjawab pertanyaan tentang peristiwa sehari-hari yang berkaitan dengan bahan yang akan dipelajari
- e. Membahas tujuan pembelajaran

2. Inti (50 menit)

• MODELLING

- a. **Bekerja sama** dengan teman sebangku untuk mencocokkan gambar dengan deskripsi dari gambar tersebut dan menempelkannya di papan flanel (Task One).
- b. Menirukan ekspresi-ekspresi yang dipakai untuk mendeskripsikan hewan piaraan **secara santun** (Task Two).
- c. Mendengarkan audio berjudul "My cute funny dog, Betty" lalu melengkapi teks tersebut dengan **bekerja sama** dengan teman sebangku (Task Three).

3. Penutup (10 menit)

- a. Membuat simpulan pelajaran dengan bimbingan guru.
- b. Melakukan refleksi tentang kegiatan yang telah dilaksanakan
- c. Menerima umpan balik terhadap proses dan hasil pembelajaran.
- d. Mendapatkan tugas untuk membawa foto hewan piaraan peserta didik.
- e. Mendapatkan informasi tentang pembelajaran pada pertemuan berikutnya.

PERTEMUAN III

1. Pendahuluan (10 menit)

- a. Berdoa
- b. Menjawab pertanyaan tentang bahan yang sudah dipelajari
- c. Membahas tugas yang diberikan pada pertemuan sebelumnya
- d. Menjawab pertanyaan tentang peristiwa sehari-hari yang berkaitan dengan bahan yang akan dipelajari
- e. Membahas tujuan pembelajaran
- f. Menyepakati kegiatan pembelajaran

2. Inti (50 menit)

- **JOINT CONSTRUCTION**

- a. **Bekerja sama** dengan teman sebangku untuk mengidentifikasi ciri-ciri hewan piaraan dari kartu gambar yang dibagikan (Task One).
- b. Melengkapi teks deskriptif tentang kartu gambar yang diberikan (Task Two).
- c. Mendeskripsikan kartu gambar dengan santun (Task Three).
- d. **Bekerja sama** dengan teman sebangku untuk mengidentifikasi ciri-ciri hewan piaraan dari kartu gambar kedua, lalu mendeskripsikannya dengan santun (Task Four).

3. Penutup (10 menit)

- a. Membuat simpulan pelajaran dengan bimbingan guru.
- b. Melakukan refleksi tentang kegiatan yang telah dilaksanakan dengan bimbingan guru.
- c. Menerima umpan balik terhadap proses dan hasil pembelajaran.
- d. Mendapatkan informasi tentang pembelajaran pada pertemuan berikutnya.

PERTEMUAN IV

1. Pendahuluan (10 menit)

- a. Berdoa
- b. Menjawab pertanyaan tentang bahan yang sudah dipelajari
- c. Membahas tugas yang diberikan pada pertemuan sebelumnya
- d. Menjawab pertanyaan tentang peristiwa sehari-hari yang berkaitan dengan bahan yang akan dipelajari
- e. Membahas tujuan pembelajaran
- f. Menyepakati kegiatan pembelajaran

2. Inti (50 menit)

- **INDEPENDENT CONSTRUCTION**

- a. Bekerja sama dengan teman sebangku untuk bermain "*Information Gap*" dan mempraktekannya di depan kelas (Task One)
- b. **Bekerja sama** dengan teman sebangku untuk mengidentifikasi ciri-ciri hewan piaraan dari kartu gambar yang dibagikan (Task Two).
- c. Melengkapi kartu ciri-ciri hewan piaraan dari kartu gambar yang diberikan (Task Three).
- d. Mendeskripsikan kartu gambar dengan santun (Task Four).

3. Penutup (10 menit)

- Membuat simpulan pelajaran dengan bimbingan guru.
- Melakukan refleksi tentang kegiatan yang telah dilaksanakan.
- Menerima umpan balik terhadap proses dan hasil pembelajaran.
- Membuat simpulan dari empat pertemuan.

G. SUMBER BELAJAR

- SI dan SKL
- IEP Curriculum Framework (Secondary), pp. (21a – 21d)
- Buku Teks BSE - SCAFFOLDING, (2008), Pusat Perbukuan Depdiknas
- English on Sky, (2004), Penerbit Erlangga.
- CD Materials, artifacts dan realia
- Gambar-gambar yang relevan

H. PENILAIAN

1. Indikator Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen Penilaian
1. Mencocokkan gambar dengan deskripsinya.	Tes Lisan	Responding	Lampiran 1
2. Menirukan ekspresi-ekspresi untuk teks monolog berbentuk deskriptif dengan santun.	Tes Lisan	Lecturing	Lampiran 2
3. Melengkapi teks rumpang dengan mendengarkan audio.	Tes Tulis	Listening	Lampiran 3
4. Mendeskripsikan hewan piaraan dengan santun dan percaya diri.	Tes Lisan	Lecturing	Lampiran 4

5. Mendeskripsikan hewan piaraan dengan bermain " <i>Information Gap</i> " dengan percaya diri.	Tes Lisan	Responding	Lampiran 5
6. Mendeskripsikan hewan piaraan dengan bermain peran (<i>role-play</i>) dengan santun dan percaya diri.	Tes Lisan	Responding	Lampiran 6

2. Rubrik Penilaian

a. Berbicara

No	Uraian	Predikat	Skor
1 – 3	Lancar, tata bahasa dan kosa kata benar, pengucapan benar.	Excellent	86 – 100
	Kurang lancar, tata bahasa dan kosa kata benar, pengucapan benar.	Good	71 - 85
	Kurang lancar, ada kesalahan tata bahasa dan kosa kata, pengucapan kurang sempurna.	Okay	56 - 70
	Tidak lancar, banyak kesalahan tata bahasa dan kosa kata, banyak kesalahan pengucapan.	Poor	≤55

b. Observation Checklist Karakter




No	Indikator Karakter	Nilai Kualitatif	Keterangan
1.	Kesantunan		
	a. Banyak menggunakan ungkapan kesantunan (thank you, please, pardon, dsb)	MK	Membudaya Konsisten
	b. Beberapa kali menggunakan ungkapan kesantunan (please, thank you, pardon, dsb)	MB	Mulai Berkembang
	c. Satu dua kali menggunakan ungkapan kesantunan (please, thank you, pardon, dsb)	MT	Mulai Terlihat
	d. Tidak pernah menggunakan ungkapan kesantunan (please, thank you, pardon, dsb)	BT	Belum Terlihat
2.	Percaya diri		
	a. Berbicara tanpa ragu-ragu, bahasa tubuh tenang dan wajar	MK	Membudaya Konsisten



	b. Berbicara sedikit ragu-ragu, bahasa tubuh kurang tenang dan wajar	MB	Mulai Berkembang
	c. Sering ragu-ragu, bahasa tubuh kurang tenang dan wajar	MT	Mulai Terlihat
	d. berbicara ragu-ragu, bahasa tubuh tidak tenang dan tidak wajar	BT	Belum Terlihat

c. Instrumen Penilaian

LAMPIRAN 1

- Below are some pictures and their description you. Match the pictures with their description by telling the description to your partner, then ask your partner to stick the pictures in the flannel board.

Pictures	Description
	a. It is a part of pet's body. It is used to see the world. The colour can be green, blue, or black.
	b. She is a cute cat. She has a white soft fur. She wears brown hat.
	c. It is a part of pet's body. It is soft. It is called fur.

	d. It is a pet's accessory. Pet wears it on their head. It is called ribbon.
	e. He is a beautiful dog. He has a white fur. He is a big and energetic dog.

2. Study the expressions below. In the monologue descriptive text, you will find expressions such as:

- Attention please, There is a lost pet. It is Mrs. Sakura's dog.

(to start a monologue text)

- It is a dog. Her name is Brownie. She is small, fluffy and cute.

(to describe general characteristic of pet)

- She has got thick brown fur.

(to describe pet's fur)

- She likes eating canned and dried food.

(to describe hobbies of pet)

- She usually doesn't do much meowing and eats less than usual.

(to describe pet's habits)

- If you found it, please contact the information center or Mrs. Sakura's number .

(to end a monologue text)

3. Identify the picture below. Try to complete the text based on the identifications which is found. Then, listen to your teacher, to check the complete text.



My Cute Funny Dog, Betty

Attention, _____. A _____, named _____ is lost just now.

She is 3 years old. Betty has a _____ body, tiny eyes, and a _____ tail.

Her hair is _____ and _____. She is only 1 kg weight. Today, she wears purple _____.

If you _____ her or get the information about her, please contact Lost and Found center or contact her owner, _____ at 087738054776.

Thank you.

4. Read the characteristics of a pet below carefully. Then work with your partner to help Sinta to describe her lovely cat.



Name : Kyu kyu
Fur : soft, white, brown, black
Eye : Yellow
Hat : black
Ribbon : red
Body : small, cute



Sinta brought her lovely cat to her grandmother's house. Unfortunately, her cat was lost. Help her to describe the characteristics of her pet.



I have a pet. It Her name
.....
Her body is and She has,
....., fur. She has beautiful eyes. The
colour Today, she use a hat
with a She is a friendly and lovely
cat.
Help me to find her, please.
Thank you.

5. Now, work with your partner. Ask your partner to get the information about his/her pet.
After that, your partner will ask you with the same questions.

Example:

X : Good morning!

X: What's his or her name?

Y : Good morning!

Y: Her name is Bora.

X : What's your name?

X: How does your dog look like?

Y : My name is Tria.

Y: Bora is a cute dog. She has a white fur.

X: Do you have pet?

She doesn't like running. She also likes bone.

Y: Yes. I have a dog.



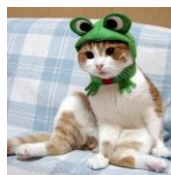
Tania



Boni



Toni




Berbi



6. Now, work individually. Identify the characteristics of the pet below. Write down the important characteristics. Then, try to produce simple monologue of descriptive text about the pet by doing role-play. You can make your own setting.

Messy



➡

List of characteristics:



d. Lembar Penilaian

1) Berbicara

No	Nama	Predikat	Skor
1	Dastan		
2	Tamina		
3	Azkia		
4		
5		
6		
7		
8		

2) Lembar Pengamatan Karakter

[illegible]

LAMPIRAN 2

3) Honesty Checklist on obedience in social norms

Honesty checklist on obedience in social norms




Day/date : _____

Name : _____

Class : _____

Students' No. : _____

Read the statements and put a tick in the appropriate box.

No.	Statements			
1.	I cheat in the test.			
2.	I skip the class.			
3.	I write rude words on the class walls.			

Note:



Never



Seldom



Often

Kebumen, _____

Kepala Sekolah MTsN Model Kebumen 1

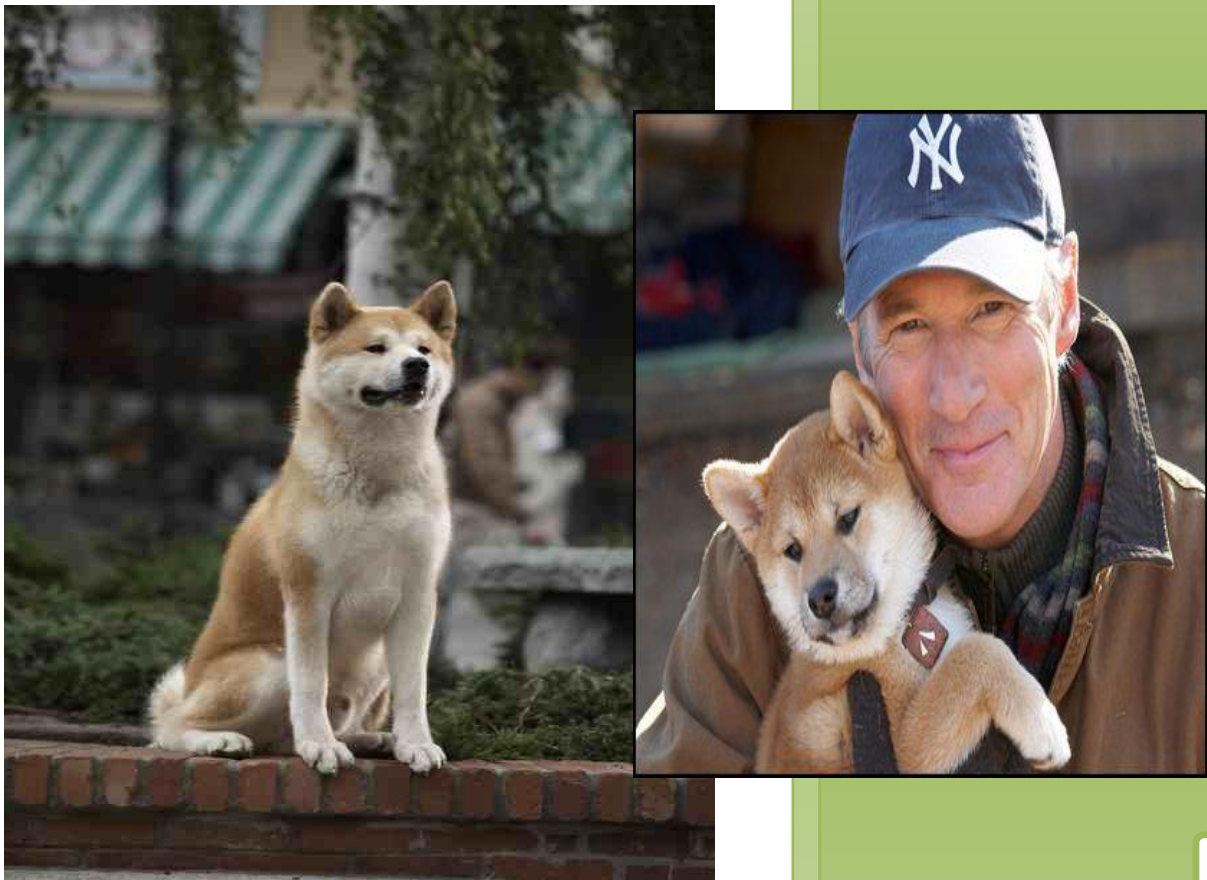
Guru Mata Pelajaran

NIP.

NIP.

LEARNING MATERIALS

MY LOVELY PET



Pic. 1.1

LEARNING OBJECTIVES

Learners are able to:

- Describe monologue descriptive text in the form of particular pet.



LEAD IN

Task 1

Study the pictures below. In your opinion, what do they look like?



Let's listen & repeat

Pic 2, 3

Task 2

Below are some words you are going to use in Task 3. Match the words with their meaning and then repeat after your teacher.

- a. fur [fɜ:(r)]
- b. hair [heə(r)]
- c. soft [sɒft]
- d. cute [kju:t]
- e. thick [θɪk]
- f. brown [braʊn]
- g. eye [aɪ]
- h. ribbon ['rɪbən]

- a. pita
- b. lembut
- c. coklat
- d. mata
- e. rambut
- f. bulu
- g. tebal
- h. mungil



Task 3

In this Task, you are going to listen to Tania's pet twice. Listen to it and take note for the important information. Then, answer the questions individually. (The listening script is in the Appendix)






Questions:

1. What is the title of the text?
 - a. My lovely puppy
 - b. My lovely puppies
 - c. My lovely pet
 - d. My lovely pets
2. How many puppies were born five months ago?
 - a. Four
 - b. Five
 - c. Three
 - d. Six
3. Who is the name of the second puppy?
 - a. Oscar
 - b. Ruby
 - c. Opal
 - d. Betsy
4. What is the colour of Opal's ribbon?
 - a. Red
 - b. Brown
 - c. Pink
 - d. White
5. What is the colour of Oscar's hair?
 - a. Red
 - b. Brown
 - c. Pink
 - d. White



Task 4

Below are some pictures and their description you. Match the pictures with their description by telling the description to your partner, then ask your partner to stick the pictures in the flannel board.

Pictures	Description
	a. It is a part of pet's body. It is used to see the world. The colour can be green, blue, or black.
	b. She is a cute cat. She has a white soft fur. She wears brown hat.
	c. It is a part of pet's body. It is soft. It is called fur.
	d. It is a pet's accessory. Pet wears it on their head. It is called ribbon.
	e. He is a beautiful dog. He has a white fur. He is a big and energetic dog.



Task 5

Study the expressions below. In the monologue descriptive text, you will find expressions such as:

- Attention please, There is a lost pet. It is Mrs. Sakura's dog.

(to start a monologue text)

- It is a dog. Her name is Brownie. She is small, fluffy and cute.

(to describe general characteristic of pet)

- She has got thick brown fur.

(to describe pet's fur)

- She likes eating canned and dried food.

(to describe hobbies of pet)

- She usually doesn't do much meowing and eats less than usual.

(to describe pet's habits)

- If you found it, please contact the information center or Mrs. Sakura's number .

(to end a monologue text)



Different Kinds of Adjectives

Descriptive Adjective

Descriptive adjectives can be classified into different categories such as color, size, sound, taste, touch, shape, time, personality and age.

- **Colors as adjectives:**

Black, Blue, White, Green, Red

- **Sizes as adjectives:**

Big, Small, Large, Thin, Thick

- **Shapes as adjectives:**

Triangular, Round, Square, Circular

- **Qualities as adjectives:**

Good, Bad, Mediocre

- **Personality traits as adjectives:**

Happy, Sad, Angry, Depressed

- **Time as adjective:**

Yearly, Monthly, Annually



Task 6

Identify the picture below. Try to complete the text based on the identifications which is found. Then, listen to your teacher, to check the complete text.



My Cute Funny Dog, Betty

Attention, _____. A _____, named _____ is lost just now.

She is 3 years old. Betty has a _____ body, tiny eyes, and a _____ tail. Her hair is _____ and _____. She is only 1 kg weight. Today, she wears purple _____.

If you _____ her or get the information about her, please contact Lost and Found center or contact her owner, _____ at 087738054776.

Thank you.



Task 7

Read the characteristics of a pet below carefully. Then work with your partner to help Sinta to describe her lovely cat.



Name : Kyu kyu
 Fur : soft, white, brown, black
 Eye : Yellow
 Hat : black
 Ribbon : red
 Body : small, cute

Sinta brought her lovely cat to her grandmother's house. Unfortunately, her cat was lost. Help her to describe the characteristics of her pet.



I have a pet. It Her name

Her body is and She has,, fur. She has beautiful eyes. The colour Today, she use a hat with a She is a friendly and lovely cat.

Help me to find her, please.

Thank you.



Task 8

Now, work in group of four. Take a look at the picture, identify the characteristics of it. Then, complete the information below. After that, describe the picture based on the identifications.

Song En



Situation:

Tamina's cat was lost. She goes to police office to ask police help. She brings a photo of her pet. She also describe her pet to the police.

Now, work in group to help her. First, identify the cat.

Name :

Fur :

Eye :

Body :

Hat :

Then, help her to describe her pet to the police in a short monologue text.



Task 9

Now, work with your partner. Ask your partner to get the information about his/her pet then write the information in the survey form. After that, your partner will ask you the same questions.

Example:

X : Good morning!

X: What's his or her name?

Y : Good morning!

Y: Her name is Bora.

X : What's your name?

X: How does your dog look like?

Y : My name is Tria.

Y: Bora is a cute dog. She has a white fur.



X: Do you have pet?

She doesn't like running. She also likes bone.

Y: Yes. I have a dog.


Procedure:



1. The students do the task in pairs.
2. Each pair get four cards.
3. Each student get full information cards and the cards without information..
4. Ask your partner to get the information. Then, write down the information in the survey form.
5. Your partner will ask you the same question.






Tania

Bonie









Toni

Berbi





Task 10


Now, work individually. Identify the characteristics of the pet below. Write down the important characteristics. Then, try to produce simple monologue of descriptive text about the pet by doing role-play. You can make your own setting.

Messy



List of characteristics:









GLOSSARY

precaution [pri'kʊ:ʃn]	noun	tindakan pencegahan
dried [draɪd]	adjective	kering
need [ni:d]	verb	perlu, butuh
within [wɪðɪn]	article	sampai
bone [bʊn]	noun	tulang
steamed [sti:md]	noun	kukus
treats [tri:ts]	verb	memperlakukan
friendly [frendli]	adverb	ramah
throw [θrəʊ]	verb	membuang
weight [weɪt]	noun	berat, bobot
run [rʌn]	verb	berlari



REFLECTION

After class, what do you feel? How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a cross (X) in the right columns according to how much you have learnt.

Aspects	very much	much	little
Identifying general structure			
Getting the detailed information about the text			
Describing particular pet			

SUMMARY

TEXT COMPONENT

Definition : A descriptive text is a text which lists the characteristics of something

Features : The topic is usually about the attributes of a thing.

Third person [pronoun](#) forms are used.

Examples :

- Requirements for employment
 - The appearance of a person
 - The details of a location
- (Anderson: 2003)



Some expressions in the descriptive text such as:

- Attention please, There is a lost pet. It is Mrs. Sakura's dog.

(to start a monologue text)

- It is a dog. Her name is Brownie. She is small, fluffy and cute.

(to describe general characteristic of pet)

- She has got thick brown fur.

(to describe pet's fur)

- She likes eating canned and dried food.

(to describe hobbies of pet)

- She usually doesn't do much meowing and eats less than usual.

(to describe pet's habits)

- If you find her, please contact the information center or her owner, Mrs. Sakura's, at 08137658096 .

(to end a monologue text)



Different Kinds of Adjectives

Descriptive Adjective

Descriptive adjectives can be classified into different categories such as color, size, sound, taste, touch, shape, time, personality and age.

- **Colors as adjectives:**

Black, Blue, White, Green, Red

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- **Shapes as adjectives:**

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- **Qualities as adjectives:**

Good, Bad, Mediocre

- **Personality traits as adjectives:**

Happy, Sad, Angry, Depressed

- **Time as adjective:**

Yearly, Monthly, Annually

(source: <http://lifestyle.iloveindia.com/lounge/types-of-adjectives-10735.html>)



APPENDIX**Task 3****My Lovely Puppies**

Good morning. My name is Tania. Today, I would like to tell you my lovely puppies. I have a dog, named Betsy. She gave birth to four puppies five months ago. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. I named his Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two other puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while Opal has a pink ribbon. Even though they are not quite the same, they are all so cute. I love them all. Thank you, guys.

Task 6**My Cute Funny Dog, Betty**

Attention, please. A dog, named Betty, is lost just now.

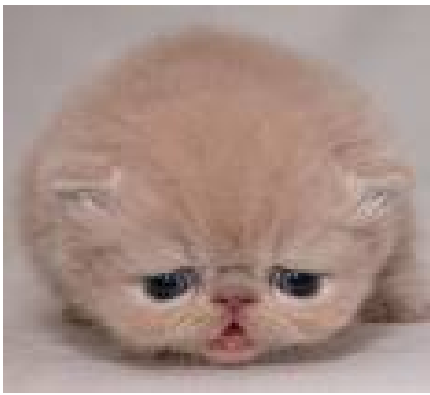
She is 3 years old. She has a small body, tiny eyes, and a short tail. Her hair is white and very soft. She is only 1 kg weight. Today, she wears purple ribbon on her neck.

If you find her or get information about her, please contact Lost and Found center or contact her owner, Dastan, at 087738054776.

Thank you.



MEDIA





HAIR

FUR

SOFT

HAIR

EYE

CUTE

RIBBON

THICK

BROWN